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ABSTRACT

In recognition of the need for suitable materials for the teaching of the Constitution and the Bill of Rights to young children, this book suggests model lessons, methods, and activities teachers can use. The book is divided into two sections. Section 1 consists of model lessons demonstrating the use of the newspaper to study the Constitution and includes activities suitable for grades 4-6. Step-by-step procedures and sample questions are given to show how a specific part of the newspaper is used in a lesson. Section 2 offers sample lessons which take children on a journey, beginning with their present-day experience, back to the time when the Constitution was written. Numerous activities are suggested. A mixture of materials and techniques is used throughout the lesson plans. Included among the appendices are a summary of the Constitution, a diagram showing the three branches of the U.S. government, some additional student activities, some sample constitutional problems, a glossary, and a biliographical guide. (KWL)

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The Constitution

We the People

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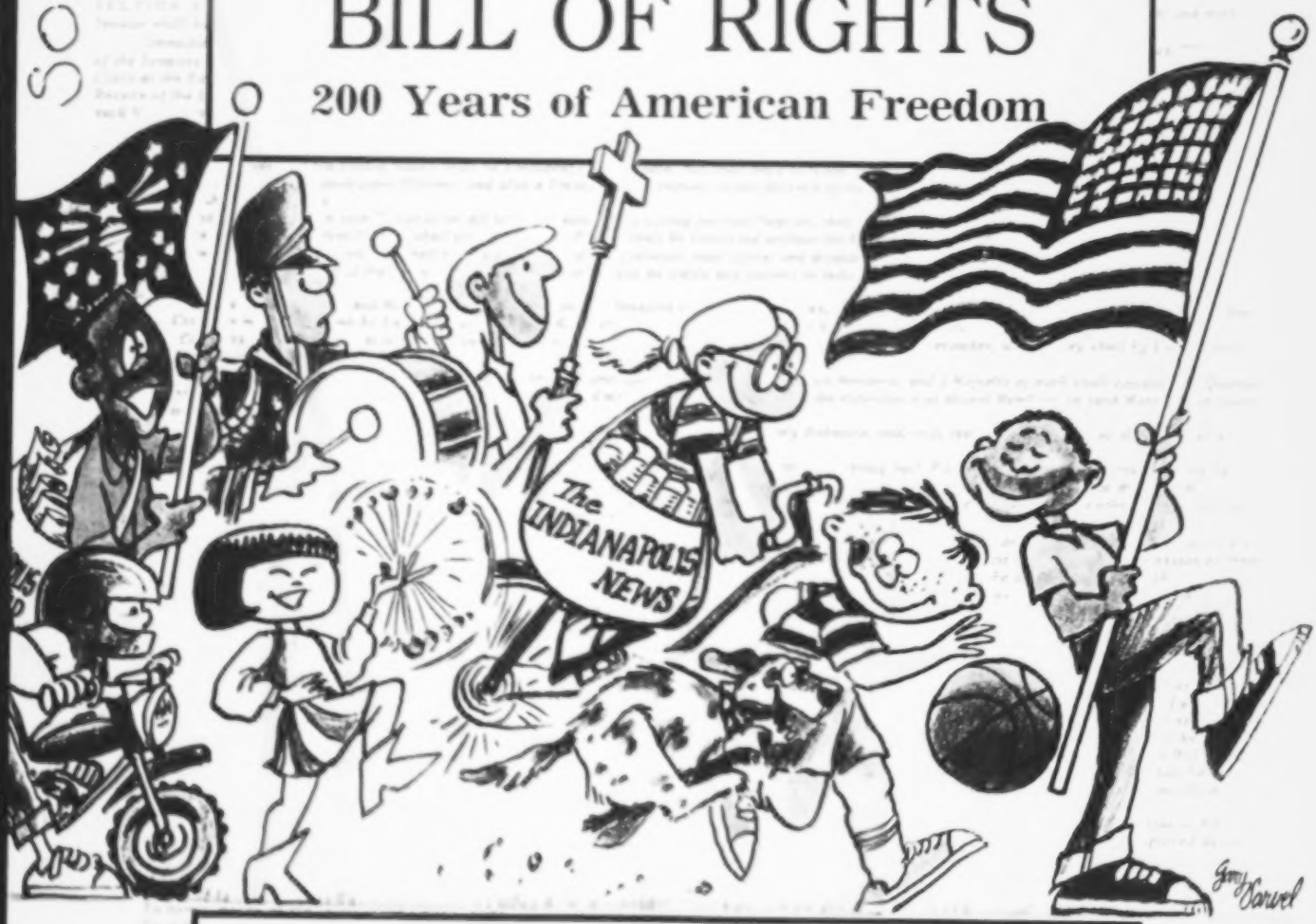
A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS

200 Years of American Freedom



Using the newspaper to discover how the Constitution and Bill of Rights work

Grades 4 - 6

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THE PLEDGE OF ALLEGIANCE

I pledge allegiance
to the Flag
of the
United States of America
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with liberty and justice
for all.

A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS

200 Years of American Freedom

By
Connie S. Yeaton
and
Karen Trusty Braeckel

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

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John J. Patrick, Professor of Education and Director of the Social Studies Development Center, Indiana University. A nationally recognized authority on the Constitution, Patrick is co-author of Lessons on the Constitution.

Martha S. Zetzl, Director of Academic Programs, College of Education, and formerly Chair of Elementary Education, Butler University.

☆ ☆ ☆

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☆ ☆ ☆

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TABLE OF CONTENTS

Section I

Discovering the Constitution through the Newspaper

News Stories 8

Features

- Feature Stories 11
- Columns 17
- Entertainment 23

Editorial Pages

- Editorials 26
- Editorial Cartoons 32

Advertisements 37
Sports 40
Comics 45

Section II

"Celebrating" the Constitution

The Birth of the Constitution 49
The Presidency 55
The Congress 60
The Supreme Court 66
The Bill of Rights 71
The Amendments 78
A Celebration 81

Appendixes 87

We the People
of the United States..."

Those words, from the preamble to our Constitution, are a reminder that our forefathers, two hundred years ago, banded together to lay down certain principles of law and government which have been the envy of the modern world.

In the bustle of today's living it is all too easy to forget our heritage and to take for granted the rights and privileges enjoyed by every citizen.

It is more than fitting that our schools and teachers should embark on a serious attempt to remind today's students of the many benefits they and we enjoy.

The United States Constitution with its Bill of Rights for two centuries has provided what the preamble foresaw: to "secure the blessings of liberty to ourselves and our posterity."

If the material provided helps in a better understanding and appreciation of the many blessings and unusual nature of our Constitution, we'll have better citizens and they'll live in a better country.

Eugene S. Pulliam
Publisher
The Indianapolis Star
The Indianapolis News

"Cerebration"

Nationally, there has been an abundance of materials developed on the United States Constitution and the Bill of Rights for secondary education. However, there exists a void in materials for elementary education. With these lessons, Connie Yeaton and Karen Braeckel have filled that void for elementary teachers in Indiana for which they should be commended.

With the upcoming Bicentennials on the United States Constitution and Bill of Rights, it is appropriate to include elementary students in the celebration of those documents and the principles for which they stand. Dr. Mark Cannon, Executive Director of the United States Bicentennial Commission, and Chief Justice Warren Burger prefer to use the word **"cerebration"** rather than **"celebration"** when discussing how the Bicentennials should be observed. The lessons provided by Connie and Karen will allow our younger students to become involved in the "cerebration" and will enable them to better understand these unique and important documents.

I have been involved in citizenship education for over 15 years and, as a result of my observations, can assure elementary teachers that youngsters in our elementary schools can comprehend the text of the lessons. Furthermore, in doing so, they can form a foundation upon which to gain appreciation of their rights and responsibilities as citizens in a free society.

As Chairman of the Governor's Task Force on Citizenship Education, I was pleased to be invited to write an introduction to the lessons prepared by Connie and Karen. I hope that the lessons will become an integral part of the elementary social studies curriculum, and that they will be used by teachers — not only throughout the Bicentennials, but for several years following. Our society cannot afford to enter into an extensive study of these documents for a brief period of time. In order to preserve our democratic society, we must increase the knowledge of future generations in the basic precepts of our democracy. I believe these materials will assist in that endeavor.

Thank you for permitting me to write this introduction. And you, Connie and Karen, for your scholarly work and efforts in providing materials which can be used by our students in understanding the concepts of government created by our founding fathers when they drafted the Constitution and Bill of Rights.

William G. Baker, Esquire
Chairman, Governor's Task Force
on Citizenship Education

FOREWORD

How soon should young children begin to learn about the Constitution of their country? As soon as possible, say many educators. This vital document — once a mere blueprint for a glorious experiment — now influences nearly everything in their young lives. They need to understand it.

It's easy to say that we should teach children about the Constitution from the time they enter school. Figuring out how to do that is the hard part. Having students memorize the Bill of Rights won't work. Describing the balance of powers won't work. Even reading the provisions of its articles aloud can't do much to help youngsters realize what this remarkable instrument really does for them.

Then what are elementary teachers to do? "Adopt the secondary material," they are constantly told. There is a good supply of secondary material available now. But simplifying these lessons takes a lot of what teachers rarely have — time.

Connie Yeaton, Indiana Law-Related Education Coordinator, was sensitive to the needs of the elementary teacher since she had 18 years' experience in that area herself. She was determined to include material for younger students in her preparation for the Bicentennial of the Constitution.

In the course of her planning, she contacted the Newspaper in Education office of The Star and The News. We, too, had been looking ahead to the Bicentennial observance. Knowing how well the newspaper works when you want students to discover practical applications of classroom theory, we knew we could help bring the Constitution to life for today's youngsters. And we had a new staffer, Karen Braeckel, who was anxious to tackle the challenge.

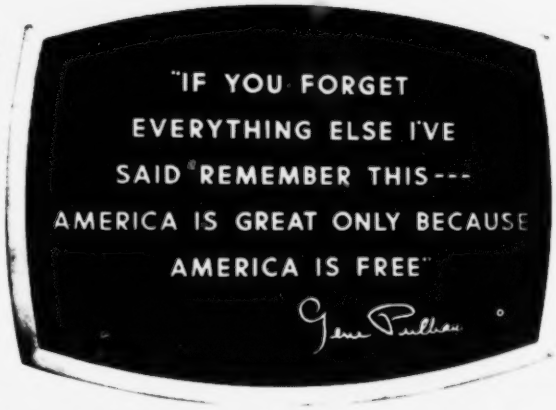
The partnership was a natural. With the help of an enthusiastic and candid Advisory Committee, Connie and Karen came up with so many ideas that it took two books to hold them. Thus there will be two versions of *"A Salute to Our Constitution and the Bill of Rights: 200 Years of American Freedom"* — this one for intermediate grades, and a companion for students in grades K-3.

Preparing young citizens for their role in our society is noble work. We are proud to be the partner of Indiana Law-Related Education in this endeavor.

Ann W. Ely
Coordinator
Newspaper in Education
The Indianapolis Star
The Indianapolis News

Section I

Discovering the Constitution through the Newspaper



This section consists of a set of model lessons demonstrating the use of various parts of the newspaper to study the Constitution. Activities are suitable for students in grades four through six. They include techniques and sample articles to show how you can use current affairs to make this great document of the 18th century relevant to 20th-century students.

Each lesson is based on a specific part of the paper. It is outlined in a step-by-step procedure, and includes a sample newspaper item to show how it works. All questions are generic, so that you can use them with current newspaper articles. Following each question is a specific answer based on the sample item. After reading these, you should be able to locate and classify usable newspaper material on your own.

You need not teach these lessons in the order given. Nor do you have to cover all of them. Rather, page through your newspaper to find a Constitution-related article you'd like to use with your class. (It could be a news story, comic strip, ad, editorial or feature.) Then find and follow the lesson that demonstrates the use of that particular type of newspaper content.

Several of these lessons suggest the use of the DECISION T activity sheet. This is a device to help children test possible solutions to problems and become better problem-solvers. This activity sheet is found in Appendix C on page 93.

We encourage you to use your local newspaper frequently while studying the Constitution. There is always such a wealth of material that these lessons on a two-hundred-year-old document can be as current as today!

News Stories

News stories give us current events that make the constitution come alive for our students. Through discussion of these happenings, our law becomes meaningful to young people.

MATERIALS

Newspapers

DECISION T activity sheet (found in Appendix C on page 93) for each student

OBJECTIVES

Students will be able to:

Complete the DECISION T activity sheet by utilizing the problem-solving process presented in his lesson.

VOCABULARY

Constitution pro con decision

Crackdown on aliens expected

UNITED PRESS INTERNATIONAL

Washington — The head of the U.S. immigration service reported Thursday his agency expects to stop 1.8 million aliens from sneaking into the country this year but said more help from Mexico is needed to control the border.

Alan Nelson, commissioner of the Immigration and Naturalization Service, also said at a news conference that more needs to be done to keep illegal border crossers from taking U.S. citizens' jobs.

Despite recent meetings between Attorney General Edwin Meese and his Mexican counterpart and "some significant cooperation," Nelson said there were "a number of other areas" to be pursued in dealing with the estimated 2 million to 3 million Mexicans that try to enter the United States illegally each year.

The immigration service last year arrested 1.2 million people, more than 90 percent of them Mexicans, trying to cross the 2,000-mile border. Inside the country, about 60 percent of those arrested are Mexican, and officials estimate about 300,000 Mexicans a year set up residence.

INS officials in Texas estimate that for every illegal border crosser they catch about two get away, and in California, about half escape arrest. In all, the service expects to make 1.8 million arrests in this fiscal year, a 50 percent increase.

Nelson said INS is "concerned about further flows" that officials expect to be triggered by the Mexican earthquakes and a shaky economy. Arrests last month were up 50 percent from a year ago, and the "pace in February has not slackened," he said.

PROCEDURE

*(The questions asked in this model lesson are generic. They may be asked about any news story. Answers and statements in blue type are geared specifically toward the accompanying sample article, **"Crackdown on aliens expected,"** found on page 8 of this booklet.)*

1. Find a news story in your current local paper that can be used to discuss the Constitution. The article does not need to mention the word "Constitution" or "Amendment." Most issues have some aspect that is, at least, indirectly affected by the Constitution.
2. Read the news story to your class.
3. Ask: "What is the main problem in this story?"

   (Illegal aliens are sneaking across the Mexican border.)

4. Say: "Our country's Constitution deals with this problem. Let's see if we can learn what our law says about it."
5. Choose two parts of the Constitution from the summary provided in the Appendix of this booklet. One should be related to the issue in the article; the other could cover any topic you choose.

   ("Which branch of government decides if a person can become a citizen — the legislative [Congress] or the Executive branch [President]?"
   Have students read the summary f Article I, Section 8-10 and Article II, Section 2-4.)

6. Ask: "Which article in the Constitution answers our question?"

   (Article I, Section 8-10.)

7. Hand out the DECISION T sheets. Fill in "The problem is ____" section together.

   (Aliens from Mexico are sneaking into the country and are taking U.S. citizens' jobs.)

8. Brainstorm for solutions to the problem with the class. Pick one which the class is interested in discussion. Fill in the next part, "We can solve this problem by ____," with the class.

   (Building a 2,000-mile long and a one-half mile high wall along the border.)

9. Allow time to complete the **Pro** and **Con** lists independently.

   (**Pro**: It would be difficult for aliens to cross the border.
   Con: The wall would be very difficult to build. It would not look good.)

10. Ask volunteers to give one **Pro** point followed by a **Con** until all ideas have been covered.

11. Have each student make a decision about the solution by checking one of the boxes provided.

EXTENSION ACTIVITIES

☆ Have students locate and underline the 5 w's and h (who, what, when, where, why and how) in the news story you used in the above lesson.

☆ Hold a class debate on the **Pros** and **Cons** of using the suggested solution.

☆ List the problems that might occur in this situation if the law did not exist at all.

Funds for House, Senate mail may be split evenly

By JUDI HASSON
United Press International

WASHINGTON — The amount of money to finance lawmakers' free mailing privileges is dwindling, but the Senate has approved a measure that would give everyone a chance to dip into the congressional till.

The Senate adopted a resolution Wednesday to equally divide the $20 million left in the fund between the House and the Senate.

Sen. Charles Mathias, R-Md., called the mailing privilege, known as the congressional frank, a "bleeding ulcer," and said it is a "kind of hemorrhage we see."

The Senate share will be distributed to senators based on the population of their states. The House must pass its own resolution to deal with the problem.

The franking privilege gives members of Congress free use of the mails for official business. In the last year, members have come under fire for misusing the perk.

Although $95 million was budgeted for the fiscal year ending September 30, only $20 million remains in the fund.

'Time to shape up'

Mathias, who led the drive to deal with the shrinking fund, said the cost of mass mailings has more than tripled since 1978 when lawmakers spent $43 million on mailings. In 1984, an election year, members spent $111.1 million.

"It's really time to shape up and meet our responsibilities," Mathias said.

"The current appropriation was made for Congress as if we had a bowl of soup and members of Congress . . . who ladled it out the fastest end up with the most soup," Mathias said.

Unlike previous years when the House and Senate could seek additional appropriations, Mathias said both chambers are restrained by the Gramm-Rudman act, which mandates a balanced budget by 1991.

Sen. Dan Quayle, R-Ind., saying the privilege was a "golden entitlement program," introduced a concurrent resolution that would affect both chambers of Congress in 1987 and thereafter.

"The cost growth has been enormous . . . In this era of Gramm-Rudman, we should begin cost control at home," said Quayle, whose resolution passed on a voice vote.

Feature Stories

Feature stories can generate interesting discussions about the Constitution. The one presented in this model lesson is an example of the stimulating articles that can be found by the imaginative teacher. Use these to add variety to your lessons.

(See "Feature Stories" in the Appendix F on page 96.)

MATERIALS

Newspapers

Activity sheets "Can You Imagine?" found on page 14

OBJECTIVES

Students will be able to:

1. Explain how the Constitution relates to the feature story read in this lesson.
2. Orally give their opinion of the article.
3. Hypothesize what might happen if we had no Constitution to protect us.

VOCABULARY

Constitution

Graduation present

President Reagan holds a shirt presented to him Tuesday by the graduating seniors of John A. Holmes High School in Edenton, N.C. Mr. Reagan delivered the commencement address to the class in the White House Rose Garden.

PROCEDURE

*(The questions asked in this model lesson are generic. They may be asked about any feature story. Answers and statements in the blue boxes are geared specifically toward the accompanying sample article, "**Beware of the honking geese,**" found on page 13 of this booklet.)*

1. Read the article to your class.
2. Ask: "Can anyone think of a way this story is related to the **Constitution?**"

   (The Constitution tells us who is in charge of the armed forces.)

3. Briefly explain the connection between the Constitution and the article.

   (Two possibilities exist in this story. You could choose to discuss the role of the president as commander in chief of the Army and Navy or the power of Congress to declare war. Although other articles might discuss actual acts of war, this one was chosen because of its motivational impact. It provides a less frightening introduction to the militray.)

4. Give students a little time to explore the idea presented in the article.
5. Ask: "What do you think about the information in this article?"

   (Students should share thoughts about the decision-making process that might have transpired in this case. Surely there were some negative reactions!)

6. Brainstorm with your class about problems that might arise if we were not protected by the Constitution.

   (We wouldn't know who was in charge. We might have different leaders fighting for control of the armed services. Anyone/no one could declare war.)

7. Pass out copies of the activity sheet, "Can You Imagine?" Instruct students to list things that could happen.

EXTENSION ACTIVITIES

☆ Hold a discussion about students' parents who may have been involved in similar situation or experiences.

☆ Collect pictures from the newspaper of people involved in the jobs described in the article.

☆ Use the "Brainstorming" activity found in Appendix H on page 101 of this booklet.

Beware of honking geese

STAR STAFF ILLUSTRATION/JOHN BIGELOW

Complex protected by Goose Guard

ASSOCIATED PRESS

Frankfurt, West Germany — When you hear a goose, duck — if you're intruding at a U.S. military installation.

Army security forces are using geese, which object loudly when unaccustomed sounds offend their sensitive hearing, as an early-warning system at three sites in West Germany and expect to have them at 30 installations in September.

Goose Guards are new to the Army, but have a long tradition. Legend has it that, during a siege by the Gauls on the ancient Romans in 390 B.C., the Palatine — one of Rome's seven hills — was saved by honking geese that warned the defenders of an attack.

"They won't replace the guards. They'll be there to alert them," Maj. Joe E. Padilla told The Associated Press on Tuesday. He is spokesman for the U.S. Army's 32nd Air Defense Command, which has 18 warning honkers at installations of communication and radar equipment and antiaircraft artillery.

Padilla said the idea came from the unit's commander, Maj. Gen. Victor J. Hugo Jr.

"He spent some time in the Special Forces, and they are known for their innovative methods," Padilla said. Special Forces is an Army term for several highly trained specialty units.

The major said the Army will buy 750 female geese and 150 males at a cost of "about $25,000 . . . much cheaper than guard dogs."

NAME _____

"CAN YOU IMAGINE?"

Directions: Try to imagine living in the United States today with no Constitution or law to direct the people. First, write the part of the Constitution you are studying. Then list the things you think might happen if we had no Constitution.

One part of the Constitution says _____

_____

_____

If we had no Constitution, we might _____

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

HINT FOR FINDING CONSTITUTIONAL LINKS IN FEATURES

As you page through the newspaper to find feature stories, pictures and columns to use while teaching about the Constitution, sidestep the pitfall of looking for the word "Constitution." Instead, think of all the broad topics covered in the Constitution: organization of government, state and national government, defense and common welfare of the people, civil liberties and rights, and so on. Then search for items about these.

An example is the picture "Goose Guards" shown here. It may seem a bit far-fetched until we realize the article is about the military. Control of our armed forces is an important concept found in the Constitution. Why not take advantage of such an interesting story to introduce it? Using the newspaper can ease your students into a difficult subject. It will grab their attention and is more effective than a deadly statement that you're planning to talk about the Constitution!

Today's happenings found in your local paper will illustrate how the Constitution works for us, as well as for those who wrote it two hundred years ago. Happy hunting!

GOOSE GUARD

MAINZ, W. Germany — A group of geese pulls guard duty with a U.S. soldier at an army base near Mainz, Wednesday. The creatures are part of an experimental program that could result in a roster of more than 900 guard geese patrolling American installations in West Germany. The geese are expected to react to unaccustomed sounds detected by their sensitive hearing. — AP.

Mailer dares postal officials to cancel firm

By LANCE GAY
SCRIPPS HOWARD NEWS SERVICE

Washington — Harold O'Brien admits that his tiny House and Senate Delivery Service violates federal laws daily by delivering mail to Capitol Hill offices twice as fast and at one-fourth the cost as the Postal Service.

"Oh, sure, I'm in violation of the post office monopoly statutes — and I want to see them sue me," he says.

The Postal Service has obliged, filing charges in federal court here charging that O'Brien's business violates the Postal Service's monopoly on first class mail deliveries. A trial date has not been set.

O'Brien contends the constitution protections given citizens to deliver grievances to Capitol Hill protects his four-year-old business, which hand-delivers mail only to congressional offices at a cost of 5 cents a letter.

"We do all 541 members, including the five non-voting members and the 101st senator (the vice president) — and we get it there the next day," he said.

Charles Hawley, the Postal Service's assistant general counsel, said O'Brien's case marks the first time that First Amendment rights "to petition the government" have been used to challenge the Postal Service's monopoly.

He noted the Postal Service hasn't yet lost a constitutional challenge to its monopoly on delivering first class mail in the last 200 years. "It's been our experience that most people don't know about this when they start up, and most usually drop it (their services) when we tell them," he said.

O'Brien, 54, says he's not about to quit.

"I just can't see a jury convicting me. Everyone knows the horror stories about standing in lines to get stamps, or mail that took days to get across town. There's so much sloppiness and inefficiency. I think a jury will stand on my side," he says.

O'Brien has already gained support on Capitol Hill from Reps. Phil Crane, R-Ill., and Dick Armey, R-Texas, who back legislation to allow private businesses to deliver first-class mail.

"It's time to give consumers a break," says Armey. "If private firms can deliver the mail faster and cheaper — which they can do — then we should let them," Armey said.

O'Brien said he has already lost about 80 percent of his business as a result of the Postal Service's suit and postal inspectors' phone calls to his clients.

Postal inspectors have warned O'Brien's customers that they face fines of $50 for continuing to use O'Brien's service and could also be required to reimburse the Postal Service for lost revenues.

"Mailer dares postal officials to cancel firm" is an example of a news feature.

Columns

Columns are special features in the newspaper covering a wide variety of topics. Columnists can be local or syndicated, sarcastic or serious, political or social, young or old. They usually have a following of readers that consider the column as much a part of their daily routine as a toothbrush. Their writing provides us with a wealth of opportunities to teach law to our students!

MATERIALS

Newspaper column with law-related topic

DECISION T sheets for each student found on page 93

OBJECTIVES

Students will be able to:

1. Identify an issue that can be related to the study of the Constitution after the column has been read to them.
2. State the columnist's viewpoint on the issue.
3. Decide if they agree with the opinions given in the column by using the DECISION T.

VOCABULARY

column **columnist**

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any column. Answers and statements in blue boxes are geared specifically toward the accompanying example, **"Buffaloed! So let the chips fall on lottery,"** found on page 19 of this booklet.

1. Read aloud a column containing a law-related issue or topic you'd like to explore with your class.
2. Say: "Tell me in your own words what the main idea of this **column** is."

   (The Indiana House of Representatives is not willing to vote on the lottery issue.)

   (Columns are features that appear regularly in the newspaper. They cover special interests such as food, art, fashion, health or advice.)

3. Ask: "What is the **columnist's** viewpoint?"

   (House members are "turkeys" because they are afraid to show the voters where they stand on the lottery issue. It is controversial and they may lose some support.)

   (A columnist is the writer of a column.)

4. Say: "Let's use the DECISION T to see if we agree with the columnist." Hand out the activity sheets.
5. Have students fill in the problem section of the sheet.

   (The House of Representatives refuses to vote on the lottery issue.)

6. Discuss possible solutions with the class. Pick one to be tested on the DECISION T sheet. Fill in the "We can solve this by ___."

   (We can solve this by encouraging our representatives to vote on the lottery issue.)

7. Instruct students to fill in the **Pro** and **Con** points.

   (**Pro**: The issue needs to be resolved since many people are concerned about it. It would raise a lot of money for our state and we need money.
   Con: Some people don't believe in gambling and a big fight could start. Time would be wasted for other bills if they vote on this one.)

8. Allow time for students to share answers.
9. Say: "It's time for your decision."

(Should we encourage the legislators to vote on this issue?")

10. Continue by discussing the Constitutional issue present in the column.

(Our Constitution gives states the right to make decisions that are not covered by the United States Constitution. Amendment X.)

EXTENSION ACTIVITIES

☆ Divide the class into two groups. One group writes letters to advice columnists about the problem that was discussed in the above lesson. Be sure to include a question in the letter. The other group writes the columnists' responses.

☆ Write a column defending a local or state issue that your class feels is important.

☆ Write a response to the column read in class.

☆ Scan question-and-answer columns for problems involving individuals' rights. Suitable topics may be found in advice, medical and senior citizens columns. Discuss these with your class.

Buffaloed! So let the chips fall on lottery

JOHN SHAUGHNESSY

I keep wondering how the members of the Indiana House of Representatives became so confused.

Before this year's legislative session began, many Hoosiers were hoping this would be the year Indiana began to move in a direction that would allow it to have something that many other states have — states such as Illinois, New York and California.

Members of the Indiana Senate recognized that many Indiana residents wanted the state to have a lottery, or at least wanted the chance to vote on whether or not they want a lottery.

So, by a 30-20 vote, state senators passed a resolution to abolish the state constitutional ban on lotteries.

In the House last week, members also voted to give Indiana something that Illinois, New York and California have. That's where the House members became confused. They apparently thought we wanted *anything* from those three states.

Maybe that explains why the representatives voted to give Indiana an official state animal. After all, Illinois, New York and California have state animals, so why shouldn't Indiana have one?

And so, the representatives voted 100-0 to make the American bison, commonly called a buffalo, the state animal.

And you thought that state legislators weren't concerned with weighty issues.

Ever since the unanimous "buffalo vote" last week, I've been waiting for the members of the House to offer an explanation to the public:

Dear Hoosiers,

We would like to apologize. We realize that it doesn't matter that much to you if the buffalo becomes the state animal. We know that you are more concerned about the lottery, which for years now has been hung up in the House by

→

a certain individual or a relatively small group.

We know that whether you are for or against a lottery, it should be addressed this year. We would like the chance to vote on it, but right now the possibility for such a vote is being held up by Rep. Dan L. Pool, R-Crawfordsville.

If you'll pardon the animal reference, we can't do anything until Pool stops monkeying around.

Sincerely, Your Representative

Of course, such a letter hasn't been sent. Nor has Pool agreed to let his committee hear a resolution concerning a lottery. If the committee did approve that resolution, then the entire House would finally have the chance to vote on it.

Pool has argued that this legislative session shouldn't waste time on the lottery because it isn't a priority. Never mind that public opinion polls indicate that the lottery is a priority to many Hoosiers.

Pool also has said that representatives on both side of the issue have said they don't want the issue to come to a vote by the full House. The reason? They fear their constituents' reaction when the vote is made public.

"It's sort of like the abortion issue," Pool has said. "They'd just as soon not vote on it."

If that's the case, then I'd think that most residents would rather have those representatives step aside. If their self-interest comes before discussing the public's wishes or deciding controversial issues, they are no longer serving the purpose for which they were elected.

As we wait for action, maybe we should start a campaign to name an "official animal" to represent those House members who are afraid to vote on the lottery issue.

As an initial suggestion, why not a turkey?

You're right, it's not fair to the animal.

A hole full of honor

David Mannweiler

What a lesson Lulu Spann's first-grade class at School 70 learned in the 4800 block of North Park Avenue Thursday morning.

They learned why two Department of Transportation dump trucks, a fire-belching DOT tar wagon, four DOT pick-up trucks, six DOT cars, a dozen DOT workmen, eight DOT district supervisors, a DOT deputy director, the city's street maintenance manager, three city hall public relations people and one city hall photographer were in the block:

So one mayor could fill one chuckhole.

Residents at 60 area homes found DOT flyers on their front doors Thursday morning announcing the mayor himself was coming at 11:15 a.m. to launch the city's 1986 chuckhole repair campaign.

Crowd control was not necessary.

A mother and her three children came out on their porch to watch.

Two men, one woman and two kids from the neighborhood stood one-deep on the sidewalk.

Jon Bailey, the area's GOP ward chairman, and Caroline Farrar, director of the Meridian-Kessler Neighborhood Association, showed up. So did one TV station and one radio reporter.

DOT publicist Michelle Geannopulos had a two-page news release filled with things the mayor was supposed to say, but the mayor didn't.

He never even mentioned the city's 24-hour, 7-day-a-week "chuckhole hotline" at 236-4676.

The first-graders provided him an audience, and that's all William Hudnut needed.

"Give me five, each of you," Mayor Bill said as he bent to offer his hand to be slapped.

Hudnut dangled a bright orange safety vest and asked, "Who wants to help me into this thing?"

"Me-me-me-me-me," chorused 17 small but loud voices.

"Who wants to tie me up in front?" the mayor asked.

"Me-me-me-me-me," came the roar, as hands waved in the air.

The mayor straightened up. "Is it on right?"

"Yesssssssssssss" roared his peanut gallery.

He put a hard hat on a boy and then invited the lad to be the mayor's official hard hat-putter-on-er. The boy did, with a bash on the top to make sure it was in place.

"Now I'm ready to fill a chuckhole," Hudnut said, straightening up.

He invited the children to stand in the street with him at the edge of an inch-deep, 5-by-5-foot, swept-clean pothole, and to count to three.

On three, the mayor threw →

a shovelful of Number A topping into the hole — one of nine DOT had cleaned out in the block.

The children cheered.

Hudnut called for the tar tamper.

"Each child gets three tamps, he said.

One by one the children tamped. Hudnut helped the smaller ones with the heavy tamper.

"Don't step in the tar stuff," the mayor warned, "or you'll track it into the school and your house and somebody will be upset."

Hudnut posed for photographs with the district supervisors, walked over to meet the family on the porch, and left at 11:32 a.m.

I never did get to ask him if he knew the Republican precinct committeeman lives in the 4800 block of Park Avenue.

Book trial prelude in speech vs. obscenity

DAN CARPENTER

As the obscenity trial of videotape dealer Donald L. Walker neared its end Monday, the adversaries in Indianapolis' most famous "taste" case reflected on their encounter of nearly 23 years ago.

Both the prosecutor and the defense counsel described the litigation over Henry Miller's *Tropic of Cancer* as historic.

And both said the trial never should have been held.

"I don't think pornography cases ought to be tried by the courts," said Leroy K. New, the then-deputy prosecutor who sallied forth against a divinity student and part-time bookstore clerk named Keith Cuffel in 1963.

"Pornography is an offense against decency. It's a different thing from, say, a strong-arm case where you're taking a man's money."

New won the case against *Tropic of Cancer*, a book he read aloud to the jury and denounced as "a kick in the pants to God." Three years later, the conviction was reversed on appeal.

John D. Raikos, who defended Cuffel at the trial level, calls *Tropic of Cancer* "the prelude to everything that followed" in the making of constitutional law on obscenity vs. free speech.

This city, however, was just one on many around the nation where the book was the subject of criminal proceedings in the early 1960s. By the time Cuffel went on trial, the U.S. Supreme Court had agreed to consider an appeal from California.

New said he urged the judge, the late Saul I. Rabb, to hold off on the local matter until the high court had ruled. "But John Raikos for the defense thought he had a winner."

Not exactly, Faikos recalled. "The only reason I agreed to go to trial was that Rabb assured me this court would follow the law. Then he reversed himself."

In other words, Raikos said, he expected Rabb to let the prosecution go through the motions and then rule from the bench that the book was not obscene, as the supreme courts of Massachusetts and Wisconsin already had done. Instead, Rabb let the case go to the jury — a jury whose literary tastes Raikos had not examined.

The jury convicted Cuffel after a state presentation that consisted of the recitation of Miller's entire 287-page book by New and several assistants. Cuffel, who graduated from Christian Theological Seminary a week before the verdict, was fined $500.

Three years later, the Indiana Supreme Court, following the U.S. Supreme Court's ruling that *Tropic of Cancer* was not obscene, reversed the conviction on First Amendment grounds.

Though they differ on its literary value, New and Raikos agree the *Tropic of Cancer* is tame compared to words and pictures available today.

The impact of explicit material, New added, can wane rapidly.

"When I got to page 5, the jury was mortified," he said of his reading in 1963. "They were trying to hide under their chairs . . . By the time I got to page 50, they were ready to go to sleep."

There is a danger there, New suggested. While the courts have left determination of obscenity to community standards, entire communities can become "immunized" like that jury by "the flood of erotica."

In Raikos' view, the problem of "community standards" is a different one.

"What segment of the community? If you get 12 Jerry Falwells on the jury, what do you think the outcome would be? If you get 12 Hugh Hefners on the jury, what do you think the outcome would be?"

Constitutional rights in question

First, Fourth Amendments involved in Rhode Island court case

Freedom Watch

John Rutherford

A federal judge has the task of trying to unsnarl two constitutional rights that have become entangled in Rhode Island.

One right involves the First Amendment right of freedom of the press. The other is the Fourth Amendment which includes the "right of the people to be secure in their persons, houses, papers and effects against unreasonable searches and seizures.

Let Michael J. Spataro of United Press International pick up the story:

"A federal judge refused Wednesday to dismiss a civil suit against the FBI, the Justice Department and Rhode Island's largest newspaper for disclosing illegally seized information about the reputed Patriarca crime family.

"The communications referred to in the complaint were gathered through an illegal FBI wiretap from 1962 to 1965 at the Providence office of Raymond 'Junior' Patriarca's father, Raymond L.S. Patriarca, the late New England mob boss."

Unable to use the wiretapped messages in court because they didn't follow the rules in getting them, the FBI nevertheless kept them in their files.

Then, reports Spataro, the newspaper asked for copies of the tapes under the U.S. Freedom of Information Act. That was in 1976.

"The government," reports Spataro, "denied the request, claiming it would be an 'unwarranted invasion of privacy.'

"Following the elder Patriarca's death in 1984, the Journal made a second request for the information, but did not make any reference to its previous denial. This time, the FBI granted the request and released the documents last year to the Journal and several other New England news organizations.

The newspaper then used the documents, which contained information about the family's health, personal and religious beliefs and business dealings, as the basis for a series of stories about the Patriarcas.

Next, the son filed suit to try to get the newspaper to stop the stories.

Judge Francis Boyle, before whom the case still is, issued an order prohibiting publication of the information until a full hearing could be scheduled.

The newspaper, however, citing Supreme Court decisions on "prior restraint on publication" a violation of freedom of the press, ignored the order.

The judge then fined the newspaper $100,000 for ignoring and, for good measure placed its executive editor, Charles Hauser, on 18 months probation.

The judge, meanwhile, had lifted the gag order but held the paper in criminal contempt for ignoring it while it was in effect, constitutional or otherwise.

Now back to Junior Patriarca. His next step was to file a civil suit against FBI Director William Webster, Attorney General Edwin Meese and the newspaper seeking damages. He claimed among other things that the newspaper conspired with the FBI and the Justice Department to violate his Fourth Amendment right (see above) by "obtaining and publishing" personal information "which," he alleges, "the newspaper knew to have been the fruits of unconstitutional searches and seizures."

Strange bedfellows

Strange cases make strange bedfellows. The government rallied to the defense not only of itself and of its agents but of the newspaper as well. Government attorneys argued, according to UPI's Spataro, that the case should be dismissed "because of a lack of merit to the allegations and improper federal jurisdiction in the case." That's what the judge rejected last week.

Now, while this was going on in one hand, the newspaper appealed the judge's sentencing for violating the gag order on the other hand.

CBS News and the Washington Post, seemingly miffed for being left out of the action, have also sent lawyers to the appeals court. They are asking for permission to file briefs in support of the Journal-Bulletin.

Entertainment

The variety of leisure time activities for Americans is so great that some newspapers devote entire sections to listing the options. Most of us take these for granted. While working with the newspaper during your Constitution study, don't bypass the entertainment sections. TV schedules and calendars of special events demonstrate the freedom of choice we have as citizens of this country. Students will also find programs that are law-related when they scan these pages.

MATERIALS

Entertainment sections and/or TV sections of the

newspapers

OBJECTIVES

Students will be able to:

1. Read entertainment sections in the newspaper to make a schedule of weekend activities.
2. Determine through oral discussion that their freedom is limited.

THE INDIANAPOLIS STAR

12E

Let's Go

LEISURE TIME CALENDAR

SPECIAL EVENTS

Indianapolis "500" Festival

Today — Qualifications.

Thursday — Mini-marathon spaghetti dinner, 6 p.m. to 8 p.m., Indiana Convention Center. Short program at 7:30 p.m. Admission at door: $6. Mechanics recognition party. Tickets required: 636-4556.

Friday — Mini-marathon starting at 9 a.m. from Monument Circle (Open to registered runners only). Memorial service on Monument Circle starting at 11 a.m. Concert by 74th Army Band. (Public welcome.) Queen's ball, 6:30 p.m., Indiana Convention Center (Invitation only).

Saturday — Parade starting at 12:30 p.m. NASA Astronaut Jerry L. Ross as Grand Marshal. 500-mile race starting at 11

Nashville — Old Time Flea Market — Today, Saturday and next Sunday, five miles east of Nashville on Ind. 46. No admission charge.

CHILDREN

Children's Museum
30th and Meridian streets

500 Festival of Arts Children's Exhibit — Closes Monday.

Window to India — Today, 1 p.m. to 3 p.m., special performance at 3 p.m. No admission charge. Customs, traditions, dress, music, games, and crafts of India.

Indiana Bell Think Tank — Opens Tuesday. Learn science concepts through hands-on experiences.

Bedtime Story Hour — Registration required for ages 3½-5 for program Wednesdays, Southport Library; call 269-1879. Pre-school Stor-

THEATER

"Hooker's Night Off" and "Requiem in G" — Today, 8 p.m.; Friday, 8 p.m.; Saturday, 5 p.m. and 9 p.m., Studio C, Indianapolis Civic Theater, 1200 West 38th Street.

"The Best Little Whorehouse in Texas" — Friday and Saturday, 8 p.m., Buck Creek Players, 7820 Acton Road.

"Accidental Death of an Anarchist" — Today, 6 p.m.; Thursday and Friday, 8 p.m.; Saturday, 5 p.m. and 8 p.m.; Phoenix Theater, 37 East 9th Street.

"A Little Sondheim Music" — Tuesday and Wednesday, 8:30 p.m.; Thursday, 5:30 p.m. and 8:30 p.m.; Friday, 8 p.m.; Saturday, 8 p.m. and 10:30 p.m.; Cabaret, Indiana Repertory Theater, 140 West Washington Street.

Indianapolis Comedy Connection: Jon Melichar — Wednesday and Thursday, 8 p.m.; Friday, 8:30 p.m. and 9:30 p.m. and 11:30 p.m.; Saturday, 7:30 p.m., 9:30 p.m. and 11:30 p.m., 247 South Meridian Street. Reservations requested: 631-3536. Amateur/improv night, Tuesdays, 8 p.m. Open to newcomers and

Dave Coulier

adults; $3, senior citizens and st freshments follow.

Muncie — Bernard Wright Thursday, 8 p.m., Skataway Rolle North Commerce Drive. Admiss $10.

Columbus — Leftwich, Higg Jackson, Friday, noon to 1 p. mons. No admission charge.

Columbus — Bluegrass W day, Buck's Stove and Rang p.m. and next Sunday, McLain p.m. Both at the Commons.

Martinsville — Green A Festival: Friday through nex Egbert Road. Guests inclu Dayle Lawson and Quick S and New South, Johnson Seldom Scene, Jim Sipson ar tain Grass, Gary Adams c tleman, John Herald, Kenh madge Law and Bluegrass Creeks Girls, Paul Mull Grass and Jim George son. $30, all weekend; c Information: (317) 831-79 (afterhours).

Spring Mill State P traditional and contem marimba, Saturday, 8 p

Cambridge City — cal Celebration feat Sandra Fanning and C p.m., Cambridge Ce mission charge.

SUNDAY

(C) denotes programs that are closed captioned for the hearing impaired.

	WTTV 4	WRTV-ABC 6	WISH-CBS 8	WTHR-NBC 13	WFYI-PBS 20	WHMB 59	WXIN 59
7:00 7:30	Kenneth Copeland	Impact Indiana Insight	Christopher Closeup Religion in News	The Yantastics Time for Timothy	3-2-1 Contact (C) Polka Dot Door	Good Shepherd Marilyn Hickey	Catholic Mass Jimmy Swaggart
8:00 8:30	Abundant Life Jimmy Swaggart	Jerry Falwell	Jewish Perspective Black Focus	World Tomorrow Spiderman	Sesame Street (C)	Kenneth Copeland	Amazing Grace
9:00 9:30	Super Sunday	Day of Discovery Hour of Power	CBS News Sunday Morning	Battlestar Galactica	Mister Rogers Reading Rainbow (C)	Jimmy Swaggart	Kids Inc. The Paw-Paws
10:00 10:30	Jam Movie: "Tarzan and the Huntress"	This Week with David Brinkley (C) Focus on Faith	Face the Nation Oral Roberts Essence	Incredible Hulk	Sesame Street (C)	Live From Christian Center	Yogi's Treasure Galtar
11:00 11:30	Movie: "Francis in the Haunted House"	Insight Newsmakers	Golf: Colonial Invitational	America's Top 10 Meet the Press	Nature of Things	In Touch	Star Trek
12:00 12:30	Movie: "Some Like It Hot"	Bruiser Bedlam		Dateline: Indiana Ind. Illustrated	Indiana Lawmakers Capitol Journal	Dwight Thompson	Movie: "Keep 'Em Flying"
1:00 1:30		Living for City Movie: "The Coach of the Year"	NBA Basketball Playoffs: Boston at Milwaukee	At the Movies The Magic of Mears	McLaughlin Group Market to Market	Jerry Falwell	Movie: "The Grass Is Greener"
2:00 2:30				The Rockford Files	Return to Iwo Jima	W.V. Grant The Living Word	
3:00 3:30		Qualifications		SportsWorld	Ten Who Dared	Ernest Angley	Movie: "Under the Yum Yum Tree"
4:00 4:30	Movie: "Young Love, First Love"		News Behind the Scenes	News NBC News	This Old House (C) Rod and Reel	Northwest Assembly Born Anew	
5:00 5:30		News	60 Minutes	Fast Copy	Tony Brown On the Street	Dr. D James Kennedy	Movie: "Journey to the Center of the Earth"
6:00 6:30	Movie: "Escape of the Birdman"	Disney Movie: (C) "Fuzzbucket" and "The Deacon Street Boy"	Murder, She Wrote (C)	On Wings of Eagles (Part 1) (C)	All Creatures Great and Small	James Robison Good News	
7:00 7:30					Nature: "Where Eagles Fly" (C)	Rev. Bopass	MTV Top 20 Countdown
8:00 8:30	Lifestyles of the Rich and Famous	Movie: (C) "Brotherhood of Justice"	Movie: (C) "Stagecoach"		The Heart of the Dragon (C)	Rejoice in the Lord	TV Auction
9:00 9:30	Qualification Highlights				Masterpiece Theatre: "Sword Divided" (C)	Gary Mitrick Jerry Falwell	Ted Knight Show The Blue Knight
10:00 10:30	Movie: "Shenandoah"	News Qualif./It's a Living/What's Happening/Movie: "Audrey Rose"	News Qualifications Star Search	News Qualifications Check It Out Movie: "Return to Macon County"	Mapp and Lucia	John Ankerberg	Movie: "Rio Conchos"
11:00 11:30			Pettia on the Hits Andy Griffith		Mystery: "Partners in Crime" (C)	Peter Popoff Church Growth	
12:00 12:30	New Generations Fame					Hite Line	

SUNDAY CABLE

	WGN 9	WTBS (17)	WTIU (30)	NASHVILLE NETWORK	ESPN	USA	CBN	NICKELODEON	ARTS & ENTERTAINM
7:00 7:30	Dr. James Kennedy Hour of Power	Bugs Bunny Andy Griffith	Reading Rainbow	Instant Cash Systems Country Sportsmen The Bassmasters	AWA Championship Wrestling	Cartoon Express	Dr. D. James Kennedy Kenneth Copeland	Out of Control Bella & Sebastian The Little Prince Mr. Wizard	Movie: "Little Princes
8:00 8:30	Mass for Shut-Ins Church Hour	Good News Movie: "Shamus"	Mister Rogers 3-2-1 Contact	American Sports Cavalcade	Spanco 500 Bicycle Race		Lloyd Ogilvie Davey and Goliath	Lassie Turkey Television	Movie: Divided Ho
9:00 9:30	Bugs Bunny Jem		Sesame Street (C)	Wish You Were Here	Fly Fishing		Superbook Club	Dangermouse Star Trek Animated	
10:00 10:30	Rawhide		Innovation Money World	Performance Plus Hidden Heroes	Fishin Hole	AA American Wrestling	Shari Lewis Flipper	You Can't Do That NICK Rocks	The Woman
11:00 11:30	Wild Wild West	Auto Racing: Charlotte Grand Prix	The Great Space Race (C)	Mesquite Championship Rodeo	SportsCenter SpeedWeek	Movie: "Shanghai Massacre"	Gentle Ben Kids Inc.	Lassie	Stage Actor
12:00 12:30	Movie: "Sherlock Holmes Pursuit to Algiers"		Great Performances: Roses"	Country Sportsmen The Bassmasters	Indpls. 500 Films Senior Golf: United Hospitals Classic, Final Round		Movie: "The Treasure of Pancho Villa"	Starstruck	
1:00 1:30	One Step Beyond		Paul Cadmus: Enfant Terrible at 80	American Sports Cavalcade	Auto Racing: Monterey Triple Crown	Movie: "Gallipoli"		Kaiko	Amer. Story
2:00 2:30	Major League Baseball: Chicago Cubs at Houston	Major League Baseball: St. Louis at Atlanta	Passion and Memory	Wish You Were Here			Wagon Train	Lights! Camera! Action!	Dance: The Nut
3:00 3:30			Black Champions	Performance Plus Hidden Heroes	Auto Racing: Celebrity Race	Last of the Wild	Roy Rogers Theater	Route 66	
4:00 4:30			Frontline: (C) "Hollywood Dreams"	Mesquite Championship Rodeo	Pro Surfing Championships	Dick Cavett Show	Alias Smith and Jones	I Spy	The Hot S
5:00 5:30	Classic Line-Up The Love Boat	Championship Wrestling	Evening at Pops	The Bassmasters Wish You Were Here	SportsCenter	The Virginian	Doris Day's Friends Flipper	Smothers Brothers Donna Reed Show	Great De
6:00 6:30	Movie: "State Fair"	National Geographic Explorer	Nature: "Where Eagles Fly" (C)	American Sports Cavalcade	NHL Hockey: Stanley Cup Finals, Game 2 Montreal at Calgary	Wanted Dead or Alive	Ace Awards	My Three Sons Mr. Ed	Buffalo B Rising Da
7:00 7:30			Masterpiece Theatre: "Sword Divided" (C)	Performance Plus		Cover Story Hollywood Insider	In Touch	Movie: "My Favorite Brunette"	An Even with E
8:00 8:30	The Odd Couple	Sports Page Jerry Falwell	Mapp & Lucia	Hidden Heroes Mesquite Championship Rodeo	SportsCenter	Tennis: Italian Open, Men's Semifinals	Changed Lives The Rock Alive	Route 66	Wynton Catch
9:00 9:30	News	John Ankerberg	Murder Most English	Country Sportsmen	Baseball's Greatest Hits		Ed Young	Turkey Television	An Eve at th
10:00 10:30	Tales From Darkside Lou Grant	Jimmy Swaggart	Mystery: "Partners in Crime" (C)	The Bassmasters Wish You Were Here	Team Arm Wrestling Superstrass		Larry Jones John Ostean		Buffalo Rising
11:00 11:30	Fame	World Tomorrow-- Larry Jones	Star Hustler	Hidden Heroes Movie			Children of the Brokenhearted	Mr. Ed Donna Reed Show	An Ev with
12:00 12:30	Star Games								

Interview shows

SUNDAY

10:30 a.m.—WRTV 6 **This Week With David Brinkley:** No guests announced.

10:30 a.m.—WISH 8 **Face the Nation:** Israeli Prime Minister Shimon Peres and Sen. Richard Lugar, R-Ind., chairman of the Senate Foreign Relations Committee.

11:30 a.m.—WTHR 13 **Meet the Press:** William J. Bennett, secretary of education; Tennessee Gov. Lamar Alexander, head of the education project of the National Governor's Association; Mary Futrell, president of the National Education Association; and Albert Shanker, president of the American Federation of Teachers.

6:00 p.m.—WISH 8 **60 Minutes:**

Who To Believe — A child custody case in which the mother has accused the father of sexually abusing one of their children.

Port Elizabeth — How the black consumer boycott in this South African town is pressuring white business owners into supporting anti-apartheid demands.

Remember Eniwetok — The Pacific atoll which was the site of U.S. nuclear testing in the 1950s. (Repeat)

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes under Procedure. Leisure and TV schedules from the newspaper are included as samples of the information you'll need.)

1. Have students read calendars and schedules of leisure time activities.
2. Say: "Make a list of different types of activities in the entertainment section of the paper."
3. Say: "Write a plan for the coming weekend including only things found in the newspaper that you would like to do and are able to fit into your schedule. Make a second list of activities you would like to do, but cannot find the time to do.
4. Discuss what would be necessary for this schedule to work.

   (Money to pay for any tickets, transportation, parents' permission, proper attire.)

5. Ask: "Is there a way you could do this?"

   (Saving money from allowance, doing extra jobs, helping parents so they will have time to drive them.)

   "Do you have to have government permission to participate in these activities? Are there some places you are not allowed to go by law?"

   (Bars, certain movies with adult ratings.)

   "Why do we have laws that restrict our freedom in some cases?"

   (Because some things could be harmful to us and not good for our general well-being. Freedom requires responsibility for our actions and some things could lead us to irresponsible behavior.)

   "Do you think we have more freedom of choice than people in other countries?"

EXTENSION ACTIVITIES

☆ Find specific events or programs that are law-related.

☆ Count the number of TV shows that involve law enforcement of some kind.

☆ Watch an assigned show and list the number of laws that are referred to during the program.

☆ Plan a weekend in your community for a student from a foreign country. Decide what you'd like for this person to see.

Editorials

As Americans, we value our rights to print, read, speak and worship according to our various beliefs. Our Constitution guarantees these freedoms for us. Students need to realize not all countries are governed in such a way.

Elementary children need to know the difference between fact and opinion. An excellent way to help them distinguish between the two is to examine editorials.

PUBLISHER'S MEMO

Opinions

Herewith a partial index of today's opinion pages — opinions not just of *The Star*, but from a wide variety of columnists, letter writers, experts in their own fields, cartoonists and, of course, editors.

In the Spectrum section you'll find opinions about government, schools, gasohol, writing, foreign affairs, domestic affairs (in the better sense of the phrase) and reporting of newsworthy events here and abroad.

Should we continue to subsidize the production of gasohol to the tune of millions of dollars yearly? Our lead editorial says no. A second one asks whether Robert Garwood should be with a delegation to Vietnam seeking information about U.S. servicemen missing in action. George Will thinks Rep. Richard Gephardt, a Missouri Democrat, would make a good presidential candidate. Jeane Kirkpatrick questions specific foreign aid proposals.

Letters to the editor always are well read. This week's shouldn't be exceptions. The first concerns student behavior in the classroom, two are in answer to earlier columns and another disagrees with proposals for license branch reform.

You're not urged to agree with any or all of these opinions. You're not obligated to read any or all. But should you give these opinions a glance and a chance, your own opinions will be better based because you have considered other viewpoints.

— E.S.P.

(See "Editorial Pages" in the Appendix.)

MATERIALS

Newspapers or selected editorials

The DECISION T activity sheet found on page 93

OBJECTIVES

Students will be able to:

1. State the main idea and supporting facts discussed in the editorial.
2. Give the writer's opinion and personal reaction on the subject.

VOCABULARY

editorial

PROCEDURE

(The questions asked in this lesson are generic. They may be asked about any editorial. Answers and statements in the blue boxes under Procedure are geared toward the accompanying editorial ***"The concealed accident,"*** *found on page 30 of this booket.)*

1. Read the chosen editorial to or with your class.
2. Ask: "What is the main issue involved in this **editorial**?"

   (The Soviet Union has a secrecy policy which prevented its citizens and the rest of the world from knowing the details of the Chernobyl nuclear accident.)

3. Ask: "What problem does this cause?"

   (Loss of life in that country as well as neighboring nations may be very great. By concealing the disaster, more people may have been harmed than necessary.)

4. Say: "Let's list the facts we can find in this editorial."
5. Write students' responses on the chalkboard or overhead.

   (A nuclear accident occurred at an atomic power plant in Chernobyl. The location is in the Ukraine, 80 miles north of Kiev. 2.3 million people are in the radiation area. Surrounding countries noted unusually high levels of radioactivity.)

6. Ask: "How does the writer of the editorial feel about this?"

   (The writer thinks it is regrettable that the Soviet Union continues to practice secrecy. The government had an obligation to protect its citizens and those people in surrounding countries.)

7. Say: "Let's look at this issue using 'The DECISION T.' What is the problem?"

   (This can be as general or as specific as you desire. The government of the Soviet Union chose not to inform its citizens of the nuclear disaster.)

8. Ask: "What solution or alternative is possible?"

   (The Soviets could be more open with their own people and others in the world.)

9. Say: "Let's think about this solution. I want each of you to think of the **Pro** and **Con** points and write them on the sheet."

   (**Pro**: The people would have been warned sooner and possibly protected themselves better from the radiation. **Con**: Some people may have been frightened by the news and have panicked.)

10. After time has been allowed to complete the section, allow students to share answers.

11. Say: "Each of you must now decide what you think about this solution. Make your choice and mark the box at the bottom of the sheet."

12. Discuss why students decided as they did.

13. The process may be repeated with another possible solution, if desired.

14. Say: "Let's see how our Constitution solves this problem."

15. Select two sections of the summary of the Constitution found on page 88 and give them to your students to examine. One of these should be the section that covers the issue just discussed. The other may be any part of the Constitution you would like to assign.

    (In this case, students could read the Preamble or Article I, Section 8 dealing with the general welfare of citizens. Freedom of the press could be another issue because of the "terse" bulletin in the evening news that was allowed.)

16. Ask: "Did you find a law which deals with this problem?"

    (Article I, Section 8 or The First Amendment, depending on the angle you want to present to your class — providing for the general welfare or freedom of the press.)

17. Discuss how the Constitution protects the rights of its citizens.

EXTENSION ACTIVITIES

☆ Find a news story covering the problem discussed in the editorial. See if the facts are reported accurately in the editorial. Are there any facts left out of the editorial that might have swayed a reader's opinion in a different way?

☆ Hold a debate by assigning teams the two sides of the issue.

☆ Hold a mock trial about the issue. Appoint roles for the prosecutor, plaintiff, defense attorney, defendant, judge and a jury.

☆ Elementary students can write editorials of their own by following a simple format:
1. State the problem.
2. Give the facts on what effect the problem is having on the people involved.
3. Suggest a solution for the problem.

Drunk Driving

Laws alone cannot curtail drunk driving, a year-long study by a committee of the American Bar Association concluded in a report coinciding with *The Indianapolis Star's* story of a man convicted of drunk driving so often his license was suspended for life, yet who is still driving.

The story by Eunice Trotter emphasized the ABA committee's point. Since 1970 the man had been arrested nine times for driving while intoxicated and six times for driving while his license was suspended and being a habitual traffic offender.

His record showed many tickets for speeding and other moving violations. He also had been charged many times in New Jersey for driving while intoxicated.

He was out on bond on October charges — of driving while his license was suspended and leaving the scene of a property damage accident — when he was arrested May 16 and charged with drunk driving and driving while his license was suspended for life.

The story noted that Bureau of Motor Vehicles officials estimate hundreds of drivers' licenses have been suspended for life and others have been suspended for "more than life" — a legal concept that is applied although quaint — and that many of these continue to drive.

These cases no doubt contribute to the 20,000 alcohol-related traffic deaths occurring in the United States yearly and the millions of injuries and billions of dollars in financial losses from drunk driving.

In the final analysis, law can have some effect in reducing drunk driving, but it cannot provide the solution, said Judge David Horowitz, who headed the eight-member ABA Criminal Justice Section special advisory board that conducted the year-long study that led to the 174-page report.

The report recommended that police immediately seize a license if a driver, stopped on suspicion of drunk driving, refuses chemical testing. Obviously in the case of the much-arrested and life-suspended Indianapolis repeater, that would be impossible.

Random checkpoints that stop motorists reduce drunk driving for a short period, the report said. The American Civil Liberties Union says the practice is unconstitutional and has filed suit halting a checkpoint program in Michigan.

Many of the laws designed to curb drunk driving have practical and legal limitations, Judge Horowitz said. Ultimately, although the law can have some effect, it cannot provide the solution, he said.

American society's once lackadaisical attitude toward drunk driving has changed drastically in recent years, mounting evidence shows. Strict laws, psychological and medical treatment, effective moral messages and life-long public education that bluntly drives home the truth of what happens when a driver takes a risk and loses — all have a part in the reduction of this gory pastime.

Editorials

The concealed accident

"An accident has occurred at the Chernobyl atomic power plant as one of the atomic reactors was damaged. Measures have been undertaken to eliminate the consequences of the accident."

With this terse television bulletin buried in the evening news, the Soviet news agency, Tass, covered what may have been a catastrophic nuclear accident which will affect millions of Soviet citizens, as well as millions in other nations.

The location is in the Ukraine, 80 miles north of Kiev. At least 2.3 million persons in the western area of the Soviet Union are in the radiation zone.

It appears that there would have been no announcement at all if the nearby nations — Norway, Denmark, Sweden and Finland — had not reported unusually high levels of radioactivity. The accident happened, it is believed, early last weekend.

Nuclear experts believe that 1) a meltdown has occurred, 2) that many fatalities are inevitable, 3) that the water supply of Kiev has been contaminated, and 4) that mass evacuations must be underway.

Because of the Soviet secrecy policy, the rest of the world must speculate about details. A few facts, however, are beginning to be issued from behind the iron curtain.

For example, a Soviet diplomat returning from Kiev to Sweden is reported to have said it was the worst nuclear accident in history. If this diplomat is familiar with the 1957 nulcear accident in the Soviet Union — and he may not be — the Chernobyl accident must be catastrophic.

It is also reliably reported that Soviet scientists have issued an emergency plea to Scandinavian and West German scientists to assist them in extinguishing a nuclear fire. Thus, the dimensions of the tragedy are beginning to assume a frightening form.

Compounding the tragedy is the Soviet practice of constructing their nuclear power plants without containment vessels — the technique that prevented the Three Mile Island accident from reaching emergency levels. Soviet engineers have boasted that their nuclear power expertise made containment vessels redundant.

The loss of life at Chernobyl, whatever, it may be, is a national tragedy arousing deep feelings of sorrow around the world.

It is also a momentous international event. The drifting clouds of radiation may take their toll in nearby countries, depending upon the intensity of the explosion and the condition of the weather.

For these and other reasons, it is regrettable that the Soviet Union continues to practice secrecy as a national policy. When Mikhail Gorbachev came to power it was widely believed that the old bonds of concealment would be broken and a new policy of openness would be gradually installed. The Chernobyl accident would have been an ideal time to start.

Handling the news of Chernobyl transcends the obligation to inform and protect the Soviet population. It becomes a test of international accountability — a test that Gorbachev, so far, has failed.

LETTERS TO THE EDITOR

Free speech for all

This is in response to Dan Carpenter's column, "Decent citizens stand up to porn," which appeared in the May 4 issue of *The Indianapolis Star*.

In that column Carpenter quoted Wally Hudson as saying that the "First Amendment wasn't written for what they say it is. It was written for the moral and decent people."

I beg to differ. The First Amendment was not written "for" any specific group. It was written for the "moral" or the "immoral." It wasn't written for the "good" or "bad," the "black" or "white," the "rich" or "poor," or even the "Republican" or the "Democrat."

It was written for all of us regardless of race, creed, politicial persuation, etc.

Now Hudson is presumably a decent man. He probably respects the law, goes to church regularly, votes his conscience. In other words, he is a man sincere in his beliefs, and this is the real irony.

Men like Hudson have gone to war for this country on many occasions to defend our freedoms from those who would suppress them. Yet isn't it ironic that the biggest threat to our freedoms comes from men like Hudson, who believe in free speech as long as it is reserved for the "right" people, people who believe the "right" things?

Well, Mr. Hudson, free speech is not limited to just the "right" people. Free speech is for all of us. In fact, that is why we call it "free" speech.

Hudson perceives of pornography as an evil idea, one which he would like to see suppressed. But if an idea, any idea, is suppressed, then free speech becomes just a hollow phrase, and there is accomplished what despots have many times tried to do by force of arms against this nation.

Freedom of speech is no one group's prerogative. It is a right of all men, a right people have fought and died for. A right so dearly paid for should not be restricted or denied, but should be cherished.

STUART R. BOGGS
Indianapolis

The making of a tax bill

To the Editor of The News:

Chaos and confusion pervaded work on the supposed tax reform bill as depicted on "Frontline: Taxes Behind Doors" shown on Channel 20, appropriately on April 15.

Behind-the-scenes wheeling and dealing and tradeoffs played an essential part of the operation. Lobbyists (that army of fellows with brief cases and handsful of papers) plied their requests for favorable consideration of everything from banking and tobacco interests to home builders. The final outcome was an avalanche of papers, an exhausted Ways and Means committee and a bill that the Senate ultimately would rewrite.

Taxpayer time and money involved are incalculable. It's essential that we know what's going on, and this insight into the interworkings of Congress was enlightening.

As a recent Harvey Jacobs column ended: "Now you can see how Potomac Fever inspires one's creative powers."

BETTY LAGENAUER
Indianapolis

Editorial Cartoons

Another means of expressing opinion is the editorial cartoon. Some of these are simple enough for students in the intermediate grades to understand. Help your students to learn the symbolism used and open new horizons to them for understanding our society.

MATERIALS

Editorial cartoons relevant to the Constitution

"How Cartoonists Say It in Pictures" Activity Sheets for each student (page 35)

DECISION T Activity Sheets for each student found on page 93

OBJECTIVES

Students will be able to:

1. Interpret the symbolism used in the cartoon.
2. Summarize the artist's viewpoint and decide if they agree with it.

VOCABULARY

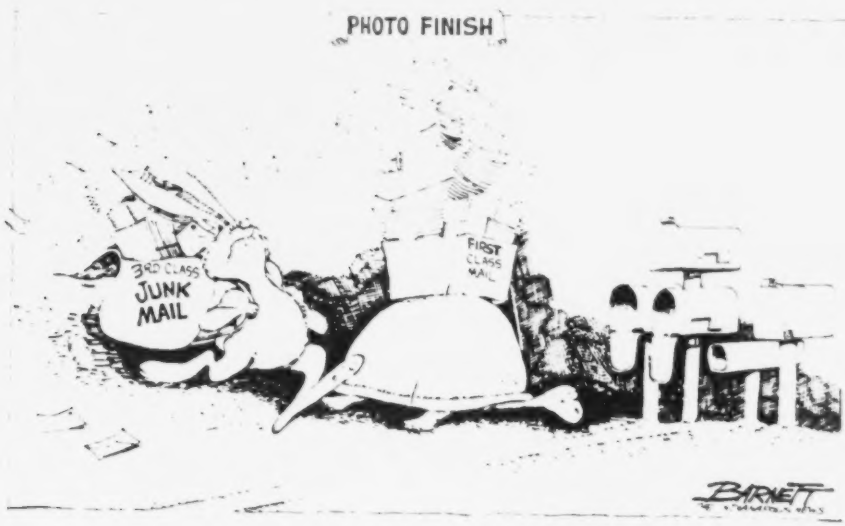
editorial cartoon **symbolism**

PROCEDURES

(The questions asked in this model lesson are generic. They may be asked about any editorial cartoon. Answers and statements in the blue boxes are geared specifically toward the accompanying cartoon, ***Photo Finish,*** *by Jerry Barnett of The Indianapolis News, found on this page.)*

1. Distribute copies of the activity sheet "How Cartoonists Say It in Pictures."
2. Explain: "Artists express their opinions through **editorial cartoons**, just as writers do in editorials. They are usually found on the editorial or opinion pages of newspapers.

   "**Symbolism** is a technique widely used in these cartoons. The artist draws a symbol to represent a concept that is not easy to picture. A popular example is the heart which stands for love."
3. Say: "Let's look at the activity sheet. It has pictures of some frequently used symbols. Below these are the meanings. I would like for you to see how many of these you can guess correctly. Fill in the number of the symbol on the line next to the matching meaning."
4. Give students time to complete the activity sheet. Stress that they are merely guessing since they have not studied the material.
5. Check answers together. Allow students to tell why they thought certain answers were correct.
6. Say: "We're going to look at an editorial cartoon and see if we can interpret it."
7. Distribute copies of an editorial cartoon in the newspaper which relates to the Constitution.
8. Say: "Please read the captions and/or labels in this editorial cartoon."



9. Ask: "Who can tell the main idea of this cartoon?"

   (One wonders if the mail sent first-class, which is more expensive, is actually going to arrive sooner than the third-class bulk mail.)

10. Ask: "What is the artist's viewpoint?"

    (The artist feels first-class mail is no faster than third-class.)

11. Say: "Explain the symbolism involved in this cartoon."

    (The turtle is considered to be a slow-moving creature. The rabbit usually depicts speediness.)

12. Say: "Let's see what we can do about the problem presented here." Pass out the DECISION T activity sheets."

13. Ask: "What is the problem described in this cartoon?"

    (First-class mail is not moving faster than the less expensive third-class mail.)

    "How can this be solved?"

    (Eliminate third-class mail.)

14. Instruct the students to fill in the **Pro** and **Con** points about this solution.

    (**Pro**: First class mail could be delivered more quickly if the postal service didn't have to handle "junk" mail.
    Con: Advertisers would lose a good way to get material to possible customers.)

15. Have students share their answers.

16. Say: "Now it's time to decide whether or not our solution is a good one. Please make your decision and mark the appropriate box."

    (Record the class totals and arrive at a class decision.)

17. Discuss the Constitutional issue presented in the cartoon.

    (In Section 8 of Article I, the Constitution gives Congress the power to establish post offices.)

EXTENSIVE ACTIVITIES

☆ Draw a cartoon depicting the other side of the issue.

☆ Assign teams to debate the issue. Allow time for research.

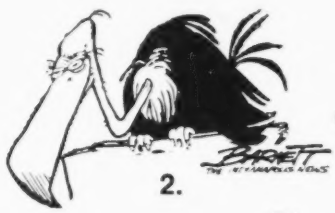
☆ Give a speech about the issue represented in the editorial cartoon.

NAME _____

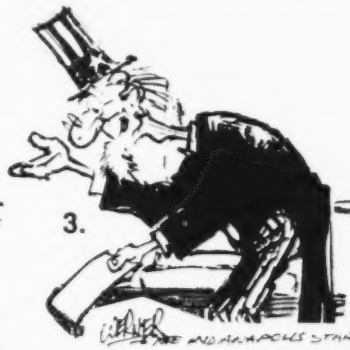
HOW CARTOONISTS SAY IT IN PICTURES

Political cartoonists use widely recognized symbols to represent abstract concepts. See how many you know. Match the symbols with the meanings listed below. Place the number of the picture on the blank line next to the matching definition.

1.

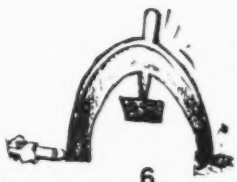


2.



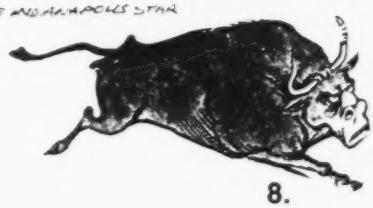
3.

4.



6.

5.

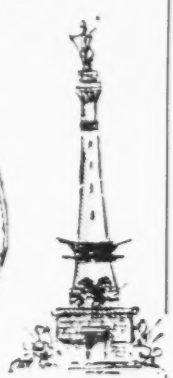


8.

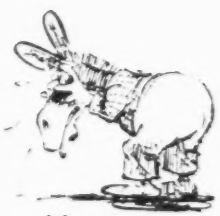
7.

9.

10.



13.



11.

12.

United States _____
Wall Street growth _____
Greed _____
Oppression _____
Death watch _____
Republican party _____
Democratic party _____
Court decision _____
Communism _____
Lack of progress _____
City of Indianapolis _____
Death _____
Russia _____

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Answer Key:
1. Fidel Castro
2. Edward M. (Ted) Kennedy
3. William H. Rehnquist
4. Ayatollah Khomeini
5. Moammar Gadhafi
6. Thomas P. (Tip) O'Neill
7. President Ronald Reagan

Another way the cartoonist expresses opinion is through caricature — an exaggerated drawing of a well-known person.

Look for good examples of caricature in your newspaper, and describe the cartoonist's impression of the subject.

Answer Key for Activity Sheet

United States	3	(Uncle Sam)
Wall Street growth	8	(Bull)
Greed	9	(Pig)
Oppression	1	(Ball and chain)
Death watch	2	(Vulture)
Republican party	12	(Elephant)
Democrat party	11	(Donkey)
Court decision	7	(Gavel)
Communism	6	(Hammer and Sickle)
Lack of progress	4	(Snail)
City of Indianapolis	13	(Soldiers and Sailors Monument)
Death	10	(Skull)
Russia	5	(Bear)

Advertisements

Don't overlook ads when searching for ways to make the Constitution relevant to your students. You can find examples that are law-related or play on the pride of the American people. Make use of these in your classroom for a novel approach to Constitutional issues.

MATERIALS

Newspapers

OBJECTIVES

Students will be able to:

1. Locate ads that are law-related or have a patriotic theme.
2. Summarize the message in the ad.
3. Identify the law-related theme.

The Great American Celebration
May 18, 1986
JOIN HUEY LEWIS and the NEWS, DARYL HALL & JOHN OATES, THE HOOTERS AND THE NEVILLE BROTHERS.
★ LIBERTY RIDE—Thousands of Americans in towns all over the country will ride together on the biggest bike ride ever staged in one day! ★ Post-Ride Picnic—Have a great lunch in every festival city.
★ "America Rocks" Live Concert—From the Superdome in New Orleans via satellite to over 100 cities!
★ Special commemorative T-shirt!
★ The Restoration—Net proceeds will help Kodak meet its pledge to restore The Statue of Liberty National Monument.
All for $23.00!*
*Ticket prices may be subject to local tax and or service charges. Sponsorship of the Kodak Liberty Ride Festival does not create or imply any relationship between the sponsoring organization and The Statue of Liberty-Ellis Island Foundation, Inc.
1986
Kodak
LIBERTY RIDE FESTIVAL
THIS SUNDAY!
MARKET SQUARE ARENA
Ticket information (317) 639-2112. Charge tickets by phone: (317) 297-5151. Tickets on sale at Market Square Arena Box Office and all Ticketmaster Outlets.
11:00 A.M. Concert time: 3:30 PM.

PROCEDURES

*(The questions asked in this model lesson are generic. They may be asked about any ad. Answers and statements in blue type are geared specifically toward the accompanying ad, "**Tax Sale,**" found on this page.)*

THE INDIANAPOLIS NEWS
Tax Sale!
TAXES
On March 1st, something awful is going to Buyys & Hifi Buys. The tax man is going to take a piece of anything that we still have in stock. We don't want to have much in stock on March 1st; we want you to save on our inventory NOW!! So come on in and help us get rid of our inventory before "he" gets here.....It's not just the money, it's the principle of the thing.
SANYO
Sanyo EM 1103 Microwave Oven
$99.00
NEC
NEC H901 VHS w Remote
$296.00
HITACHI
45" BIG SCREEN
Hitachi 4531A 45 Big Screen TV
$1697.00
Sherwood SS-10217 Complete Audio System
$749.00
Toshiba M-5800 Stereo VHS VCR
$529.00
ZENITH
19" COLOR
Zenith B3932 19 Color TV
$299.00
SANYO
Sherwood
Nakamichi

1. Ask students to scan the newspaper for ads which have a patriotic, legal or historic theme.
2. Say: "Summarize the message in this ad. Be sure to include how the theme ties into the product."

   (Buyys and Hifi Buys is having a sale to get rid of merchandise so they will not have to pay taxes on the inventory. They are playing on the people's dislike of the "tax collector." They are trying to be the "good guys" by giving the customer the break so the "bad guys" won't take all of their money.)

3. Ask: "Who can tell us what the law-related topic is in this ad?"

   (The government can levy taxes.)

4. Continue with a lesson on the issue.

   (Say: "Our Constitution gives Congress the power to levy or collect taxes. A later Amendment to the Constitution allows Congress to levy income tax. States also have the right to levy taxes."

   You may want to discuss why we collect taxes and what the money is used for.

   Most children have probably heard parents discussing "high taxes." Do they think it would be a good idea to do away with taxes? Use the DECISION T to see if they could abolish them without lowering the quality of American life. What would be the **Pro** and **Con** effects of this? What is their decision?)

5. Have students design an ad for the same product without using the law-related issue. Is the ad as effective? Point out that the time of the year may have something to do with an advertiser's choice of themes for ads.

EXTENSION ACTIVITIES

☆ Pick a Constitutional issue to be included in an ad. Ask the students to think of a product that could use such a theme effectively. Draw the ad.

☆ Advertise the Constitution by designing ads for the different sections and "selling" the good points to classmates.

☆ Campaign for a new amendment that guarantees "students' rights." Decide what these will be and make posters for the classroom.

Sports

Sporting events would be difficult to hold if there were no rules to govern the play. Young students understand the need for regulations in games. This makes the sports section a natural place to begin the study of law.

MATERIALS

Sports section of the newspaper for each student

Copies of DECISION T found on page 93

OBJECTIVES

Students will be able to:

1. List rules for a particular sport.
2. Hypothesize on the effect the elimination of one particular rule might have on the game.
3. Hypothesize what effect the elimination of one part of the Constitution might have on our country.

VOCABULARY

rule **law**

Pacers' Vern Fleming draws foul from Cavaliers' Roy Hinson (back) and Edgar Jones (left) during Wednesday's game.

Colts' linebacker Duane Bickett sacks Bears' quarterback Jim McMahon during Sunday's game.

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any sports story or picture. Answers and statements in blue type are geared specifically toward the accompanying sample picture of ***Purdue's Mack Gadis and Indiana's Steve Alford,*** *found on page 43 of this booklet).*

1. Select a picture or article in the sports section that can be used in a discussion of rules necessary for the sport.
2. Say: "We are going to make a list of the **rules** you know that are necessary in the sport we see here."

   (If you have not covered a lesson which defines rule and law, you may want to do so at this time. A rule is a direction to do or not to do something. A law is a rule of conduct established by custom, legislation or authority.)

3. Write the rules on the chalkboard or overhead projector.
4. Say: "Pick one rule you would like to eliminate from this game. Try to imagine what effect this would have on the game.

   (Eliminate the rule that a player can foul out of a game.)

5. Give each student a copy of The DECISION T activity sheet.
6. Assist the students in filling in the first two sections. This will require some adaptation.

   (The problem is we want to eliminate a rule from basketball. We can solve this by dropping the rule that a player can foul out of a game.)

7. Give students time to fill in the **Pro** and **Con** sides of the "T."

   (**Pro**: Teams won't have to play without their good players. Players won't be as nervous about fouling and will play better ball. **Con**: The game may get rougher because there is no penalty for fouling too many times other than free throws. There may be more injuries because the play gets rougher.)

8. Allow the students to share the points they have listed.
9. Say: "Now that we've thought about this, I want each of you to make your decision about dropping this rule. Please check one of the boxes at the bottom of your sheet."

10. Say: "How many of you decided to use this solution? How many decided that this was not a good idea?"

11. Say: "Let's try the same thing with a part of the Constitution."

    (Choose one section you'd like to bring to your students' attentions.)

    (The governor of one state may send an accused criminal from another state back to the state for trial. Article IV)

12. Say: "Let's see if we can come up with **Pro** and **Con** points about eliminating this **law** from the Constitution."

13. Distribute another copy of the DECISION T to each student.

14. Help students to fill out the two top sections.

    (The problem is we want to eliminate one part of the Constitution. We can solve this by dropping the section which allows a governor to send an accused criminal from another state back to that state.)

15. Students are to fill in the **Pro** and **Con** points independently.

    (**Pro**: The accused criminal and his family will be happy. The state where the crime was committed will be rid of the criminal and won't have to spend money for a trial. **Con**: The criminal gets away with the crime if the state border is crossed before getting caught. The victim of the crime never sees justice done. The criminal will probably continue to commit the crime in each new state.)

16. Give the students time to share their ideas.

17. Say: "Now, it's decision time again. Think about the **Pro** and **Con** points we've discussed and make a good decision."

18. Survey the class and see how many decided not to eliminate the rule.

EXTENSION ACTIVITIES

☆ Have students underline references to rules in the sports section. See who can find the most in a certain time period.

☆ Have students collect articles about players who are penalized (or fined in professional sports). Place these on a bulletin board or make a collage entitled "Rules Are Necessary."

☆ Have students role-play an interview by a sports writer of an athlete who felt a rule was unfairly imposed.

Boilermaker magic leaves I.U. in ruins, Big 10 in tie

By BILL BENNER
STAR STAFF WRITER

West Lafayette, Ind. — Gene Keady said his Purdue basketball team "played at a magic level" Sunday against Indiana.

They were certainly up to tricks.

Like hitting 19 of their first 23 shots, including 12 in a row, and building a 22-point lead in the first 16 minutes.

Like making Steve Alford disappear.

Like sawing the Hoosiers' Big Ten lead in half.

Abracadabra — Purdue 85, Indiana 68.

Heaping it on in the first half and hanging on in the second, the Boilermakers won for the fifth straight time, ended Indiana's five-game winning streak and avenged an earlier, one-point overtime loss to I.U. in Bloomington.

The outcome did a presto-chango on the complexion of the Big Ten Race — transforming it from an endurance test into a trophy days.

The decision knocked the Hoosiers (18-6 overall) out of sole possession of first place in the conference and back into a tie with Michigan. Both have 10-4 records.

And now lurking just a half-game off the pace going into the final two weeks of the Big Ten season are the Boilermakers, who improved to 10-5 (21-7 overall) with their fifth straight triumph.

"It's getting pretty interesting," Boilermaker forward Todd Mitchell, who led the Purdues with 24 points and eight rebounds. "It looks like just another year of the Big Ten getting wild down near the end. We just have to keep on playing, hope we can win the rest and have a chance."

Purdue's Mack Gadis goes past Indiana's Steve Alford for a field goal in the first half of Sunday's game.

A chance was all the Hoosiers were looking for when they took the floor Sunday — but Purdue never gave them one.

The Boilermakers came out of the blocks with fire in their eyes and smoke pouring from their shooting hands. Attacking, stealing, blocking, running and hitting shots of every form — dunks, jumpers, drives, alleyoops — the Boilermakers romped into a 41-19 command.

"We didn't have much of a chance coming out of the first half," said Indiana Coach Bob

→

Boilermakers

Continued

Knight. "Purdue played really well at the start, about as well as any team has played against us all year."

"We haven't played better than that this year, not at both ends of the court," said Keady.

Indiana was bailing fast but still afloat after the storm, however, and by intermission, Purdue's margin had been reduced to 46-29.

And 14,123 spectators knew the Hoosiers were headed back to the floor and not for the bus.

"Our objective at the half was to cut the lead to 10 with 10 minutes to play," said Knight.

In fact, he got his wish a little ahead of schedule. With Purdue's shooters suddenly gone cold — the Boilermakers missed nine straight in one stretch — and Indiana center Daryl Thomas dominating play inside, the Hoosiers pulled to within 10, 58-48, with 11:05 to play.

The Hoosiers got to 68-60, 6:47 remaining, which was just about the time that Mitchell and sophomore guard Everett Stephens took charge. They accounted for 13 of Purdue's last 17 points as the Boilermakers spread their offense, went 10-for-10 at the free throw line and expanded the lead to the final margin.

That final burst capped an outstanding afternoon for both players, Mitchell, a 6-6 sophomore, made 7 of 11 at the free throw line, where he leads the Big Ten in accuracy.

Stephens finished with 12 points on 4-for-5 from the floor and 4-for-5 at the stripe.

Center Mel McCants, playing with more emotion than he's shown at any time during the season, added 14 points and eight rebounds before fouling out with 4:50 remaining. And Herb Robinson joined Stephens as an effective producer off the bench with 10 points.

Thomas, scoring 18 points after the break, led Indiana with 23 points. Rick Calloway added 15 for the Hoosiers.

For Alford and another Mr. Basketball —Purdue's Troy Lewis — it was a tough afternoon offensively.

Alford got caught in the defensive clamps of Mack Gadis and Stephens and never shook free. The Hoosiers' leading scorer, averaging 23 going into the game, made only 3 of 12 shots and finished with just eight points — the first time in 30 games he's been kept out of double figures.

"Gadis and Stephens were the reason," said Keady, "I told 'em if they played great defense, we'd win the game."

Winston Morgan shadowed Lewis and the Boilermakers' ace, 4-for-14 in the earlier game with Indiana, was just 2-for-10 this time and totaled seven points.

Despite the loss, Knight was not displeased with his Hoosiers, who won two of three on their three-game road swing.

"I feel very pleased with our team," said Knight. "I'm not sure how many teams would have gone through these three games with a chance to win each of them. Our kids have done a helluva job getting to the position where they are right now.

"I'm not ever pleased about losing a game but it was a game in which we were just flat beaten in the first half."

As for the Boilermakers, Keady said, "We're still in the race and I like that, but I think the main thing today is that we qualified for the NCAA. I don't think there's any question about it."

Both teams are home this week. Purdue hosts Illinois Thursday, the Hoosiers entertain Minnesota.

Lawyers line up in football suit

United Press International

NEW YORK — Lawyers for the battling U.S. Football League and National Football League have nearly agreed on a panel of six jurors — three men and three women — to decide their $1.3 billion antitrust dispute.

Two of six potential panelists — both women — had never heard of the struggling four-year-old football league before Monday's jury selection for the case. But they may soon have the opportunity to become experts on pro football, its operations, and television broadcasting contracts during the trial, expected to run as long as two months.

Lawyers for the leagues still have challenges to declare — the method of removing a potential juror from the panel — when Judge Peter Leisure resumes jury selection today in U.S. District Court in Manhattan.

If none of the six prospective jurors are dismissed, six alternate jurors must still be chosen.

Twelve potential jurors were interviewed by the judge Monday afternoon, using a 10-page questionnaire. Six were dismissed by challenges, leaving the six still sitting at day's end.

Only one of the potential jurors, a pharmaceutical salesman from Manhattan, described himself as an enthusiastic football fan. The remaining five are other types of sports fans or not interested in sports at all.

Comics

Everyone loves the comics and they are great motivators. They are one of the first parts of the newspaper with which children become familiar. Students don't realize they're working when assigned a project on this page.

MATERIALS

Newspapers

Summary of the Constitution found in Appendix A on page 88

OBJECTIVES

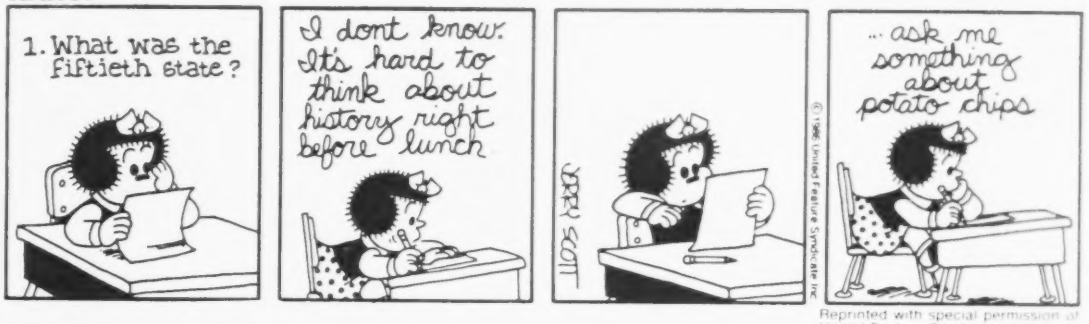
Students will be able to:

Read a comic strip and relate it to a Constitutional issue.

VOCABULARY

article **section**

NANCY


1. What was the fiftieth state?
I dont know. It's hard to think about history right before lunch
... ask me something about potato chips
JOEY SCOTT
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SMITH FAMILY

YOU ADMINISTER CORRECTION BECAUSE YOU LOVE ME?
JUST PLAIN LOVE ME?
IT FRIGHTENS ME TO SPECULATE ON MY FATE IF YOU LOVED ME A WHOLE BUNCH.

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DENNIS THE MENACE
THE CANDIDATE
By Hank Ketcham
What should I be when I grow up?
Hold your horses, young fella...
...you've got PLENTY of time to figure that out.
No I don't!
I'm almost SIX years old!
Ya know what? When my legs get longer, I think I'll be PRESIDENT!
Do you think you can handle the job?
Sure, I already like JELLY BEANS!
First, I'll be a movie star...
...An' learn to ride horses...
...an' I'll promise EVERYTHING to EVERYBODY!
I'll even paint the white house red, white and blue!
Who's going to be the First Lady?
I'll pick Mom!
She's already spoken for, pardner. How about Margaret?
!
Do congressmen hafta have a First Lady?
No, only governors and presidents.
Then I guess I'll just be one of THEM!

DENNIS THE MENACE® used by permission of Hank Ketcham and by News America Syndicate.

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any comic strip. Answers and statements in the blue boxes are geared specifically toward the accompanying comic, ***"Dennis the Menace,"*** *found on page 46 of this booklet.)*

1. Choose a comic strip suitable for use in your study of the Constitution.
2. Instruct students to read the comic.
3. Ask: "Which part of the Constitution is brought to mind by this comic strip?"

   (The election of the President and members of Congress of the United States.)

4. Say: "Let's see what we can find out about this. Look at your summary of the Constitution."

   (You may want to point out how the Constitution is divided into **articles** and **sections.** This is a "natural" for integrating outlining.)

5. Direct students to the section which relates to the issue you've chosen to study.

   (Section 1 of Article II lists the requirements for a candidate running for the Presidency. Sections 2 and 3 of Article I states qualifications for members of the House and Senate.)

6. Tell students to look at the comics and make a list of the different problems the characters face.
7. Have them underline those problems which laws help us solve.
8. Ask students to reread the underlined problems and draw a box around those which are specifically covered in the Constitution. Allow students to refer to the summary of the Constitution.

EXTENSION ACTIVITIES

☆ Draw comic strips about different sections of the Constitution.

☆ Make a scrapbook of comic strips and panels that are law-related.

☆ Write follow-up comic strips for the ones discussed in class.

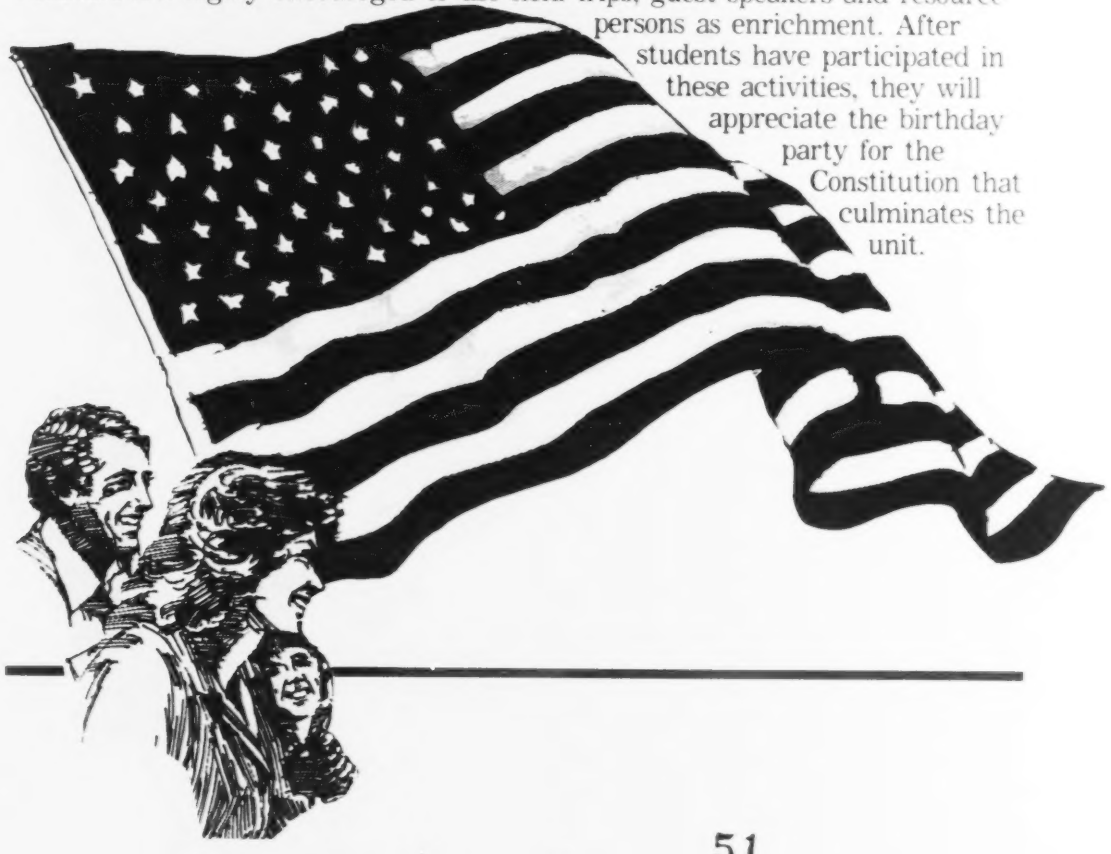
Section II

"Celebrating" the Constitution

This section helps teachers introduce the Constitution of the United States to students in grades four through six. The lessons take children on a journey, beginning with their present-day experience, back to the times when the Constitution was written. By first examining today's problems, it is easy for young people to understand the need that existed for a written framework of government.

The lessons are outlined in a step-by-step procedure. Materials needed are listed at the beginning of each plan. Activity sheets to be copied for students appear throughout. The appendixes contain background information. Other resources are available through the NIE lending library.

A mixture of materials and techniques is used throughout the lesson plans. Newspapers, library books and filmstrips are integrated into the theme. Role-playing, games, puzzles and mock hearings actively involve students. Teachers are highly encouraged to use field trips, guest speakers and resource persons as enrichment. After students have participated in these activities, they will appreciate the birthday party for the Constitution that culminates the unit.



The Birth of the Constitution

The first constitution of the United States was called The Articles of Confederation. It served the states from 1881 to 1888. With disputes and distrust running rampant throughout the land, it was apparent that the document needed to be scrapped and replaced with a new one. Thus, the Constitution of the United States was born!

This lesson helps students understand the need for rules and laws. Sometimes circumstances dictate change in these. Children will understand the necessity to alter rules in the situation presented here.

MATERIALS

Student copies of "Wayside School Rules" and "You Make the Rules!"

Summary of the Constitution found in Appendix A on page 88

Construction and notebook paper

Crayons or other drawing equipment

OBJECTIVES

Students will be able to:

1. Define "rule" and "law."
2. State why laws and rules are needed.
3. Define "Constitution."

VOCABULARY

Articles of Confederation **Constitution** **convention** **debate** **delegates** **document** **law** **ratify** **rule**

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes.)

1. Distribute copies of "Wayside School Rules" and "You Make the Rules!" Read material with the class.
2. Have students complete the exercise. Discuss the new rules proposed by the class.
3. Ask: "Now that we have had a chance to examine some **rules** and write our own, who can give me a good definition for **rule**?"

   (A rule is a direction to do or not to do something. As students arrive at definitions, write them on the chalkboard.)
4. Ask: "What is a **law**?"

   (A law is a rule of conduct established by custom, legislation or authority.)
5. Ask: "Are they the same or different? Which is stronger?"

   (Different. A law is stronger.)
6. Explain reasons a law is stronger than a rule.

   (Law is written for more people, has a written penalty, and will be enforced by society.)
7. Discuss: "Name some rules we have in our classroom.

   "Do we have any 'school' rules?

   "What are they?

   "What are some laws we all must follow?

   "Are there any laws which states must follow?

   "Name one law which all states must follow.

   "Do you know what we call the set of laws written for the entire country to follow?"

   (The Constitution of the United States.)

8. Explain: "A **constitution** is three things: 1. It is the highest law in the country; 2. It tells us how our government is set up; and 3. It tells what the government can and cannot do. It is like a set of directions for the country."

9. Explain: "When our country was very young, it had a set of laws which were not helping the country grow. These were called the **Articles of Confederation**. Just like the Wayside School Rules, the Articles needed some changes.

"Can you imagine what it would be like to have California money, Indiana money, New York money, money for every state? When there were only 13 states, each state printed its own money. Money from New York was of no value in Maine. This caused problems with cooperation between the states.

"There was no president or court to settle arguments between states. The government could ask people to pay taxes, but nothing was done if states decided they didn't want to pay. As a result, some people were richer than the government! New laws were needed.

"Fifty-five men from twelve of the thirteen states met in Philadelphia, Pennsylvania, to rewrite the old laws. However, there were so many problems with the old laws that they decided to write a complete new set. They started discussing changes in May 1787 and finished on September 17, 1787.

NANCY

I will not talk in class
I will not giggle in class
I will not chew gum in class
I will not daydream in class
In fact, you'll probably never have to yell at me again!
So what are you going to do for excitement from now on?
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"Please look at your copy of the Summary of the Constitution of the United States. It was not a long **document**. The **delegates** wanted it to be a "framework" for the new government. Some who worked on the writing felt that it should have some laws dealing with the way citizens are treated. They wanted to make sure that people had certain rights. To avoid delay, the men signed the Constitution of the United States with the understanding that these 'rights' would be added later."

(A document is a legal paper.
A delegate is a representative.)

"Before it could become the law of the land, the Constitution had to be approved by the states. Each state held a special meeting called a **convention**. There people debated the new laws and voted 'yes' if they approved and 'no' if they did not approve. Even before radio and television, people enjoyed listening to debates. Can anyone tell me what a **debate** is?"

(A debate is two people or teams giving speeches to convince the audience to do or not to do something. One speaker is "for" the idea being debated; the second speaker is "against" the topic.)

"Many debates were held at the state conventions. Some convention delegates preferred to write about their feelings. These were printed in the newspaper so that everyone could read about the issue. They were like our 'Letters to the Editor' today.

"The vote was close in some states. Many people voted for the proposed Constitution with the thought that a set of rights would be added. When nine of the states voted yes, the Constitution became the new law of the United States. When a law is approved, we say that it is **ratified**. That simply means that the people have voted 'yes.' "

10. Say: "We are going to make a vocabulary booklet to use as we study the Constitution. There are lots of new words we need to know. I want you to design a cover now."
11. Pass out materials for cover.
12. Decide which **VOCABULARY** words you want your class to define.

(Suggested procedures for teaching vocabulary may be found in Appendix D on page 94. You may want to give your students the definitions as they appear in the glossary of this booklet.)

EXTENSION ACTIVITIES:

1. Practice "Brainstorming" found in Appendix H on page 101.
2. Play "The Button Game" found in Appendix I on page 102.

WAYSIDE SCHOOL RULES

Wayside School was the oldest elementary school in Anytown. Jenny's grandmother remembered that it was new when she was in the third grade. In fact, she had helped plant the trees in the schoolyard. Now Jenny's entire class could sit under the trees on a warm day.

One thing that hadn't changed was the Wayside School Rules. Since each classroom had its own rules that changed each year, no one had bothered to update the school rules. When Ms. Careful became the new principal, she said that the old rules no longer fit the needs of the students. So, she decided that Wayside should have rules which everyone knew and followed.

Each classroom was asked to select a student to help change the old rules. You were selected to represent your class.

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

NAME _____

YOU MAKE THE RULES!

Directions: Read this list of rules Wayside School has had for many years. Examine each one carefully. (1) Put a check in front of the rules which are still good and need no changing. (2) Change the rules that need to be altered. Write the new rule on the line below the old one. (3) If you feel the rule is no longer needed, cross it out. If you think another is needed, add it on the line below the crossed out rule.

RULES

1. Students are to be in their seats when the bell is sounded.

_____

_____

2. All male students must supply 3 buckets of coal for the furnace each year.

_____

_____

3. Young ladies are to wear skirts or dresses.

_____

_____

4. Students are to pass quietly in the hall.

_____

_____

5. Students must maintain a C+ average to participate in any school sports.

_____

_____

6. Each school day will begin with the Pledge of Allegiance to the American Flag.

_____

_____

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

The Presidency

The Constitutional Convention was a series of compromises with the decision on the executive branch being one of the most important.

Under the Articles of Confederation, there was a lack of executive power. This led to many problems. A president served as chairman during meetings of Congress, but had no power to enforce decisions.

Some states favored one person in the executive branch with very limited powers. They did not want to return to rule by a king. Other states preferred one person as executive with strong power in order to be an effective leader rather than a figurehead. A third group felt that no single person could be trusted to serve in the executive branch. It was even suggested that three men representing various sections of the country could best serve the people without becoming too powerful.

This lesson is designed primarily for **fourth graders.** It will help these students understand the role and responsibility of the president.

MATERIALS

Copies of "Miller School Student Council"

Summary of the U.S. Constitution found in Appendix A on page 88

Newspapers

OBJECTIVES

Students will be able to:

1. State that the presidency is in the executive branch.
2. Deduce that the presidency has limited powers.
3. Identify the current president by locating pictures in the newspaper.

VOCABULARY

compromise **Congress** **executive branch**
president **veto** **legislative branch**

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes.)

1. Distribute copies of "Miller School Student Council." If appropriate for your students' ability and grade level, read the material with your class. Otherwise, have class read silently.

2. Say: "As we read the story about the Miller School Student Council, try to pick out situations which may be problems. Keep in mind the idea of fairness."

3. Discuss the questions at the bottom of "Miller School Student Council."

   #1. What problems were mentioned?

   ★Sally insisted everyone would go to the museum.

   ★Sally insisted everyone sell candy instead of T-shirts.

   ★No one would complain because Sally was on the committee.

   ★Sally set the price of the candy too high.

   ★Parents and students complained about the price.

   ★No field trip could be taken unless money was raised.

   #2. Who was causing the problems?

   ★Sally

   #3. Why did Sally cause problems for Student Council?

   ★She had too much power.

   #4. What could be done to change the situation?

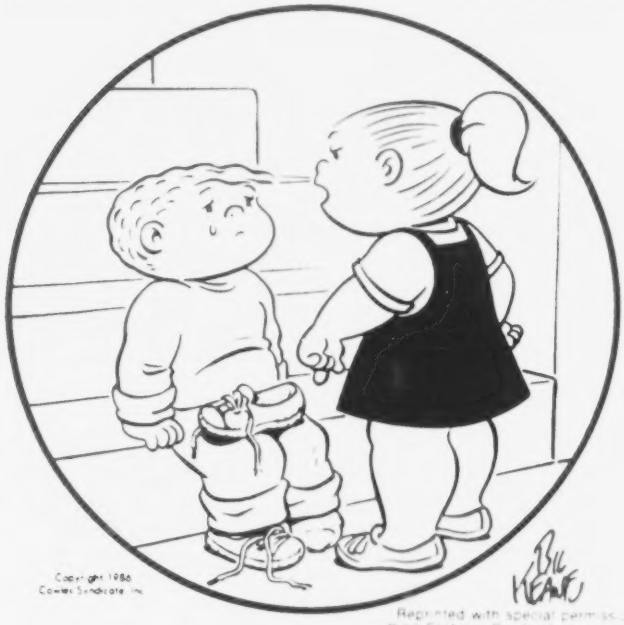
   ★Limit her power in the committee. Make her a non-voting member.

4. Ask: "Have you ever met someone like Sally?
"What is wrong with someone having all the power to make decisions for a group?
"What would be a way to keep a person from having too much power?"

5. Explain: "The writers of the Constitution knew that a national leader was needed if the new country was to survive. Without a leader, states were each "doing their own thing" by making

money, following the laws each chose, and deciding whether or not to supply troops for the army. A leader was needed, but the people were unhappy with rule by a king, as in England. Some felt one man should be in control with very little power. George Washington and several important men felt the new ruler had to have strong power in order to control the states. It was even suggested there should be three people instead of one as **president.**

THE FAMILY CIRCUS By Bil Keane



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"You'll never grow up to be President 'cause people won't vote for somebody who can't tie his shoelaces."

"After much discussion, a **compromise** was reached. Can anyone explain a compromise?"

(A compromise is using part of each idea to come up with a completely new idea.)

"It was decided to have one president with enough power to enforce the laws, but with the power limited by **Congress.** What is Congress?"

(The Congress is a group of men and women selected by the voters to make laws for the United States.)

"To make sure that Congress did not become too powerful, the writers of the Constitution gave the president the power to **veto,** or say "no," to a law. In this way, the responsibilities of leading the country were shared between the president and Congress. We could picture the power as a teeter-totter."

6. Draw on chalkboard.

Executive Branch
President

Legislative Branch
Congress

7. Say: "If one side becomes too powerful and causes an imbalance, the other side must take away some of the power to make things balanced again."

8. Explain: "The president and members of Congress make decisions daily that have an effect upon the way we live in the United States. What is the name of the president?

"Who was the first president?

"Who are some other presidents in our history?

"Do you know the name of any congressmen?

"Do we have any congresswomen from our state?"

9. Distribute copies of the newspaper.

10. Say: "Look through the newspaper and find pictures, articles, or cartoons showing the president and members of Congress. If you want to find a cartoon showing the president or other people from the federal government, where would you look?"

(Editorial page.)

"Underline the names of congressmen or the president."

11. Give students time to complete the activity.

12. Ask: "Who found a picture of the president?

"Who found a cartoon showing the president?

"Who found a picture of someone from Congress?

"Were you able to find a cartoon about Congress?

(Allow students to share their pictures and cartoons. Make a bulletin board using these.)

EXTENSION ACTIVITIES

☆ As a class or individuals, write a letter to the president about a particular concern.

☆ View the National Geographic filmstrip, "Federal Government: The Executive Branch" available from the NIE lending library. See Appendix K on page 106.

☆ Write a report on a specific president. Choose one born in the same state as you were, one with the same last initial as yours, or one born in a place you'd like to visit.

☆ Make a chart of the presidents used on various coins and currency.

NAME _____

MILLER SCHOOL STUDENT COUNCIL

Directions: Read the story below. Then answer the questions that follow on a separate piece of paper.

Sally French was the most popular girl at Miller School. She loved to be in control. Each school year, teachers were asked to select a student from the class to be a member of the student council. The council discussed problems, special projects, and ways to raise money for field trips.

During the first meeting of the year, officers of the student council were elected. Sally was voted president. Council members served on the complaint, the special projects, and the funding committees. As president, Sally was expected to be a member of each committee. Everything seemed to be working smoothly until October.

Sally's favorite trip was to the "Haunted House" at the Children's Museum. When the special projects committee met to decide between visiting the zoo or the Children's Museum, Sally insisted that no one would enjoy the zoo and she would not attend if the committee voted for it. Since everyone wanted to be Sally's friend, the committee voted for the Children's Museum.

When the funding committee met to decide on ways to raise the money for the trip, Sally suggested that the school sell her favorite candy. Eric wanted to sell T-shirts. Sally told the girls that she would not play with them at recess if they voted for Eric's idea. The committee voted to sell candy.

When the complaint committee met, no one wanted to mention Sally's habit of forcing her ideas upon the group since Sally was sitting on the committee. No one wanted to be her enemy.

The candy-bar company suggested the school charge $1.00 for each bar, but Sally insisted that they sell for $3.00 so the school could have more money. Parents complained about the high price and the students were upset because they could not sell the expensive candy. The fall field trip for Miller School would be canceled unless something happened soon!

QUESTIONS:

1. What problems were mentioned in the story?
2. Who was causing the problems?
3. Why did Sally cause problems for the Student Council?
4. What could be done to change the situation?

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

The Congress

The Congress of the United States has been called the "people's voice" in government. It is the branch of government most closely tied to the general public.

One of the great compromises of the Constitutional Convention centered around the question of representation in the bicameral (two-house) Congress. Large states wanted representation according to population; small states wanted equal representation. Through compromise, the Senate was given equal representation and the House of Representatives' membership was based on state population. The Senate has 100 members; the House has 435. A bill must pass both houses and be signed by the president to become law. Congress can override a president's veto by a ⅔ vote of both houses.

Fifth graders will be guided to understand the reason we have two houses in Congress. This lesson examines the Great Compromise at their level.

MATERIALS

Copies of "The Compromise"
Copies of "The DECISION T" found on page 93
Newspapers

OBJECTIVES

Students will be able to:

1. Identify the two houses of Congress by completing a chart for the classroom.
2. Define "Congress" as the legislative (or lawmaking) branch of government.
3. Define the terms **senator** and **representative.**

VOCABULARY

legislative branch **senator** **representative** **Senate** **House of Representatives** **population** **compromise** **Pro** **Con** **The Great Compromise** **Congress**

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes.

*A **vocabulary lesson** has been designed for use with this plan.* You may want to study it first because of the number of vocabulary words presented here. It is found in Appendix D on page 94.)

1. Distribute copies of "The Compromise." Read this with your class, if appropriate. Otherwise, have class read silently.

   Discuss the questions.

   (#1. What problem did the Council need to solve?

   ★ How to distribute money to each league.

   #2. What were the problems caused by giving each league the same amount of money?

   ★ Some needed more money than others because they had more members.

   #3. Why was the smaller league upset?

   ★ They wouldn't have enough money for equipment if they only received a certain amount for each player.)

2. Distribute copies of "The DECISION T."

3. Say: "Complete the DECISION T as we discuss it together. This is a tool which can be used when making almost any kind of decision. The first thing to list is the problem. What was the main problem in the story?"

   (Dividing the money fairly)

   "Can you think of a solution?

   "Now you must complete the **Pro** and **Con** points. Try to think of several for each side. At the bottom of the T, choose an option and mark the box next to it."

4. Discuss the DECISION T's and make a class T on the chalkboard. Record the number of children who chose each option at the bottom of the T.

5. Read: "Here's how our story ended. The other league coaches discussed the problem and came up with a compromise. They took some ideas from the larger leagues and some from the smaller to reach a solution that was fair to all. It was decided that each team would receive $50.00 plus $1.00 for each player. In this way, all teams would have enough money to buy equipment and provide treats for players."

6. Ask: "What was the compromise?

"Do you feel that the compromise was fair?"

7. Explain: "The writers of the Constitution had the same kind of problem faced by the County Baseball Council. It was decided that the lawmaking section of the government should be divided into two sections, sometimes called 'houses.' The upper house, which was considered the most important, was called the **Senate.** The lower house was called the **House of Representatives.** The two houses act together as the **Congress.**

"We also call the two houses the **legislative branch** of government. This is easy to remember since we call our laws the legal system. The lawmaking branch is the legislative branch."

FRANK and ERNEST By Bob Thaves

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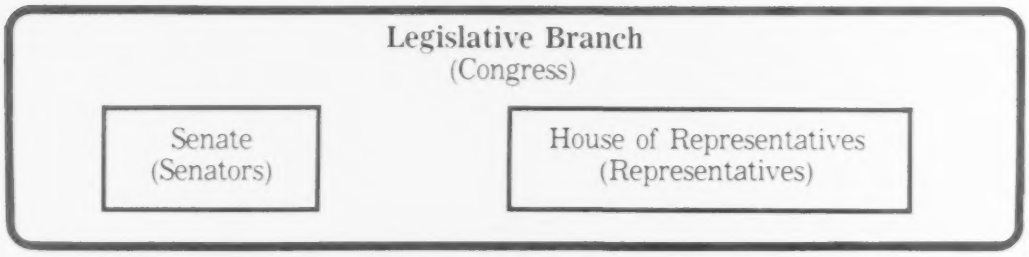
8. Draw on the chalkboard.



9. Say: "When deciding how many members to have in each house, the writers were faced with the problem of dividing the numbers fairly between the large states and the smaller states. The larger states wanted the number to be according to the **population**, or number of people living in the state. They felt that if there were more people to be affected by a law, they should have more votes and people to make the laws. The smaller states wanted all states to have the same number of members in Congress so that each state would have an equal opportunity to vote and present its ideas for lawmaking.

"The writers looked at the **Pro** and **Con** of each side and decided on a **compromise.** What is a compromise?"

(A compromise is taking part of each point of view and making a decision.)

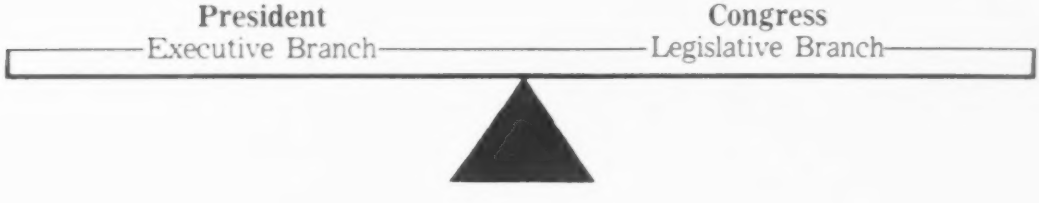
"The writers called this decision **The Great Compromise** because it was such an important decision. They decided to have an equal number from each state in the Senate and numbers according to population in the House of Representatives. In this way, the large and small states were each treated fairly. We can add this information to the diagram:

Legislative Branch
(Congress)

Senate	**House of Representatives**
(Senators)	(Representatives)
2 for each State = 100	According to population = 435

This means a state such as California could have a number of **representatives** since it has so many people, while Utah might have only two or three. They both would have two **senators.** This was an important decision since a bill must be passed or approved in both houses of Congress before being sent to the president for signing. The two houses keep check on one another and create a balance between large-state and small-state needs. Congress also acts as a check on the president. The writers of the Constitution wanted to make sure that the president did not become too powerful and, at the same time, see that Congress did not become too strong. The power of controlling the country is divided between the president, or executive branch, and the Congress, or legislative branch. We can picture it as a teeter-totter."

10. Draw on the chalkboard:



11. Distribute the newspapers.

12. Say: "To help us realize how important Congress and the president are in our daily lives, we are going to mark the number of times each is mentioned in just one day's news. Each time you see the word **Congress** or the name of a member of Congress, draw a blue line under the name. For each mention of the president, draw a red line under the name or word **president**. When you have marked the entire newspaper, count the number of blue marks and the number of red marks and put that number on the front of the paper."

(If paper is large, assign a few pages to each group.)

EXTENSION ACTIVITIES

☆ Take a field trip to the State House to see where the state legislature meets. If the state legislature is in session, make special arrangements to sit in on a session.

☆ Write letters to members of Congress.

☆ Invite members of the state legislature to speak to your school.

☆ Prepare written reports on members of Congress.

☆ View the National Geographic filmstrip, "Federal Government: the Legislative Branch" available from the NIE lending library. See Appendix K on page 106.

NAME _____

Directions: Read the story below. Write answers to the questions that follow.

THE COMPROMISE

Washington County had a summer baseball program which involved most of the pre-teens living within the area. The county was divided into five leagues. Each league had a coach, an assistant coach, and at least one parent as scorekeeper. The Turtle League was in an older section of town with many senior citizens. There were only 15 participants in the league. The Jack Rabbit League included the new apartment complex. The league was overcrowded, with 96 youngsters wanting to participate.

When the County Baseball Council met, each league sent the coach and assistant coach. The Council voted to give each team $100 for expenses. The Jack Rabbit League coach said, "One hundred dollars is not enough for our team since we have 96 youngsters participating. It is not fair to have only $1.04 to spend on each ball player in our league while the Turtle League has $6.66 to spend on each player. I feel that they money should be divided according to the number of players in each league."

The Turtle League coach said, "If you give our league a certain amount for each player, it will not be enough for us to buy equipment since we are such a small league. It just is not fair."

1. What problem did the Council need to solve?

_____

_____

2. What were the problems caused by giving each league the same amount of money?

_____

_____

3. Why was the smaller league upset?

_____

_____

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

The Supreme Court

Of the three branches of government, the framers of the Constitution had fewer problems with the judicial branch. The court system in each state was similar to that in England. It had worked well and the framers saw no need to change the pattern.

However, there was a need for a federal court to act as the country's highest authority in disputes between states, with other countries, or between a state and the federal government. It was important that the judges of this "supreme" court be nonpartisan. Appointment by the president, rather than election by the people, seemed to be the solution. Continuity was important, so the appointment was made for life. A justice of the Supreme Court may be removed by impeachment from Congress on charges of improper behavior. There are nine Supreme Court justices, one of whom is the chief justice. The judicial branch of government was designed to interpret the Constitution. Critics of today's Court claim that the Constitution is being rewritten rather than interpreted.

In this lesson, **sixth graders** will act as judges for given situations. They will experience the difficulty of making a decision based on a law.

MATERIALS

Copies of "No Vehicles in the Park" for each student (page 70)

Newspapers

OBJECTIVES

Students will be able to:

1. Identify the Supreme Court as the highest court in the country.
2. Explain that the judicial branch shares power with the executive and legislative branches.
3. Differentiate between the **intent** and **letter** of the law by making judgments on given situations.

VOCABULARY

Supreme Court **judicial branch** **intent of the law**
letter of the law **interpretation** **justices**
impeach **chief justice** **branches of government**
framers of the Constitution **executive branch** **veto**

PROCEDURES

(Answers and comments for this lesson are found in the blue boxes.)

1. Distribute copies of "No Vehicles in the Park." Divide the class into four groups.

2. Say: "Before we begin this activity, let's make sure that we all understand the underlined words in the story. What does **interpretation** mean?"

   (Giving the meaning of something)

   "What is meant by the word **intent**?"

   (Purpose)

   "The last word, **letter**, has a completely different meaning than you normally use. Do you have any idea of its meaning?"

   (When we use the term "letter of the law," it means the exact wording of the law.)

3. Say: "Your task is to look at each of the seven situations described and decide if the law has been broken. Be ready to discuss your reasoning in each case."

4. After the groups have had enough time to go through the list, have them report their decisions on each case.

   (By the time you have gone through all the cases, the class should be asking questions about the meaning of the law and how a vehicle is defined. If not, you can add your own cases, including roller skates, wagons, wheelchairs, and other such things.)

5. Ask: "Why would a community want a law about vehicles in the park?"

   (People want to feel safe there.)

"What is the purpose of a park, and how does the law protect that purpose?"

(The park is meant to preserve an element of nature and preserve a place for recreation. The law removes the danger of traffic so no one has to worry about it while playing.)

6. Say: "As you can see, it is not always easy to make a judgment. It is important to look carefully at the purpose or intent of the law, as well as the letter or exact wording of the law. As a judge in each case, you tried to be fair to both sides.

BARNEY GOOGLE AND SNUFFY SMITH

GLORY BE!! A BRAND-NEW SOLID OAK GAVEL-- CHERRY STAINED AN' HAND RUBBED--
I JUST CAN'T WAIT TO TRY 'ER OUT!!
FRED LASSWELL
ORDER IN TH' DADBURN COURT!!
BLAM

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"In the same manner as the City Council of Beautifica, the **framers** of the Constitution wanted to make sure that the intent as well as the letter of the law was considered when disputes occurred between states, between another country and the United States, or between a state and the United States. The highest court of the **judicial branch** of the government, which we call the **Supreme Court**, was intended to be as impartial as possible. The framers of the Constitution decided that the judges, whom we call **justices,** should not be voted into office because of location of birth, wealth or political beliefs. This might make them rule in certain ways. The president was given the duty of appointing a justice to the Supreme Court when one of the nine seats becomes empty. Justices may not be removed from their positions unless there are good reasons. They may be **impeached** by Congress for bad behavior. The head judge is called the **chief justice.** The nine justices listen to cases and look carefully at the Constitution.

"Most of the cases they hear have been decided in lower courts. However, if one side does not agree with the decision, the case may be sent to the Supreme Court for a ruling. This Supreme Court only listens to the most important cases affecting all citizens."

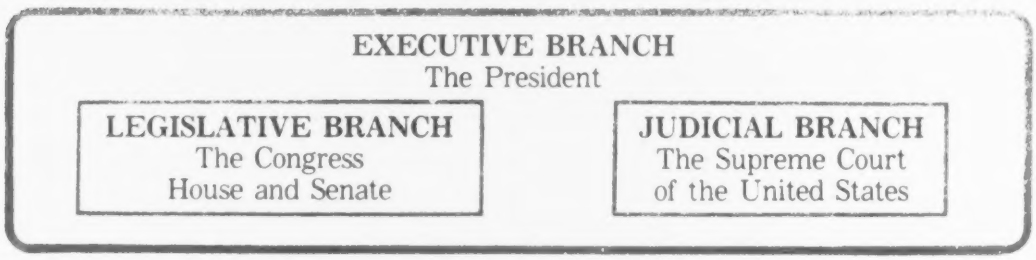
7. Distribute copies of the newspaper.

8. Say: "Scan the newspaper and see if you can find each of the following words: Supreme Court, Constitution, judicial branch, Justice Department, chief justice, justice. Using a red pen, underline each word you locate. Select an interesting article that has some of these words marked. Read it carefully. Find the 5 W's and H: who, what, when, where, why and how."

9. Allow students time to share findings with the class.

10. Explain: "The branches of government may be pictured as an equilateral triangle.

(Draw diagram on the board.)



"Each branch has certain powers and responsibilities. Each branch also has the authority to limit the power of the other branches. In other words, they keep an eye on each other."

(If you want to expand on the checks and balances of government, see the diagram in Appendix E on page 95 for background information.)

EXTENSION ACTIVITIES:

☆ Take a field trip to a county court or the state Supreme Court.

☆ View the National Geographic filmstrip "Federal Government: The Judicial Branch," available from the NIE lending library. See Appendix K on page 106 of this booklet.

☆ Hold a mock trial. Some cases are printed in Appendix H on page 100. Others may be borrowed from the NIE lending library. See Appendix K on page 106.

NAME _____

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city because the City Council wished to preserve some elements of nature — undisturbed by city noise, traffic, pollution and crowding. It is a place where citizens can go to find grass, trees, flowers and quiet. At all entrances to the park the following sign has been posted: "No Vehicles in the Park."

The law seems clear, but some disputes have arisen over the **interpretation** of the law. Pretend you are the local judge, and interpret the law in each of the following cases. As you make a decision, remember the **intent** of the law while following the **letter** or exact wording. Your decision should be fair to the City Council as well as to the individuals mentioned in each situation below.

1. Joan Smith lives on one side of the town and works on the other side. She can save ten minutes if she drives through the park.

2. There are many trash barrels in the park, so that people may deposit all litter there and keep the park clean. The sanitation department wants to go in to collect the trash.

3. An ambulance carrying a dying accident victim is racing to the hospital. The shortest route is through the park.

4. Some of the adults who visit the park want to ride their bicycles there.

5. Some of the children who visit the park want to ride their bicycles there.

6. A senior citizen likes to skateboard in the park.

7. A monument to the town's citizens who died in World War II is being constructed. A tank, donated by the government, is to be place beside the monument.

The Bill of Rights

The Constitution deals with the establishment of a system of government with duties and obligations delineated. When signatures were added to the final document, the framers of the Constitution knew the instrument was not yet perfect. One area causing difficulty was the lack of a statement of individual rights. Several state constitutions already had these rights listed.

In order for the convention to move smoothly to closure, an agreement was reached to consider a bill of rights after the Constitution was ratified. Accordingly, the first ten amendments were added on December 15, 1791. In a mere 462 words, they defined the rights of people in the United States.

This lesson is designed to introduce the Bill of Rights to young people. They will learn that their rights are protected by our laws, but they also must act responsibly. Several situations involving personal rights will be studied.

MATERIALS

Copies of "Freedom of Speech, Jr."
Construction paper
Copies of Summary of the Constitution found in Appendix A on page 88

OBJECTIVES

Students will be able to:

Identify the Bill of Rights as that portion of the Constitution which lists individual freedoms by illustrating three of these.

VOCABULARY

amendments **Bill of Rights**

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes.)

1. Distribute copies of "Freedom of Speech, Jr."
2. Explain: "On your sheet there are six situations. You will have several questions to answer about each example. Think carefully before making your decisions. Write your answers on the paper."
3. After students have completed the activity independently, have them assemble in groups of four to discuss their opinions. Instruct them to arrive at a group consensus for each item. Then have groups report to the whole class.
4. Conclude the discussion with these questions.

   Ask: "Can you come up with a general rule stating when people should be allowed freedom of speech?
   "When should it not be allowed?
   "Should adults have more freedom of speech than children?
   "What if these people in the examples had been adults? Would it make any difference? Why or why not?
   "What would happen if people were **not** allowed any freedom of speech?"

5. Say: "A case recently came before the Supreme Court concerning freedom of speech. You might find this interesting since it concerns a speech given by a high school boy in support of his friend's candidacy for vice-presidency of the student body. As I read the newspaper article, listen for the Supreme Court's answers to the questions we discussed on the activity sheet."

   (Read the newspaper article **"Students can be suspended for vulgar, offensive language."** The story is found in this lesson on page 75.)

6. Ask: "Does this behavior interfere with another individual's rights?
   "Is the action acceptable?

   "If no, should this behavior be regulated by a rule?
   "If a rule is needed, should it be made by individuals or by the government?"

   (Answers:
   Yes, society expects appropriate speech and behavior in public places.
   No, vulgar and offensive terms should not be used.
   Yes, a rule should be made for the general welfare of the students and society.
   The rule should be made by the local school board.)

7. Let's think about another situation.

   Read: "The children of Berkshire Elementary School were studying the pioneers. They were asked to write an essay for the school newspaper that included a conversation between two pioneer children. The paper was to be as true to life as possible, but no other directions were given.

   "When Jonathan handed in his paper, the teacher was appalled. Jonathan's essay described a heated argument over a game two pioneer children were playing. The conversation included some swear words — language considered inappropriate for a school situation. The teacher not only verbally scolded him, but also insisted that he redo the assignment for publication. Jonathan had worked hard on the essay. He felt that the conversation was realistic and the language used was appropriate for that particular situation. Thus, he refused to do as the teacher asked."

8. Discuss these questions with the class.

   Ask: "Was Jonathan justified in including swear words in his essay? Should he be allowed to do this?

   (Answers will vary.)

   "Was his teacher correct in asking Jonathan to rewrite his essay?

   "If the teacher permits Jonathan to include swear words in this essay, should he and other children be permitted to do the same in other essays?

   "Should the swear words be printed in the school paper?

   "Who should decide this issue — Jonathan? The teacher? The principal? Jonathan's parents? A judge? Explain."

9. Say: "In the discussions about Freedom of Speech and Freedom of the Press, we were talking about the right of people to do or not to do something.

   "The writers of the Constitution were concerned with the rights of individual people living in the United States. Several states already had a list of those rights in their state constitutions. Some suggested that such a list be part of the United States Constitution, but others did not feel it was necessary.

   "A compromise was once again reached. Remember that a compromise is putting together an idea by using parts of two different ideas. Each side gives up part of its idea to reach an agreement. Those wanting a bill of rights agreed to sign the Constitution if it would be added later. Those who felt it was unnecessary agreed to the addition of a bill of rights, if that

1. Activity based on a lesson developed by Emmy O'Mahony Oetzel. Reprinted by permission from **Focus on Law**, no. 3, p. 66, published by Center for Law Related Education.

would make the participants sign the Constitution. The first ten **amendments**, or additions, to the Constitution were added on December 15, 1791. They list rights of citizens of the United States. We call these ten amendments **"The Bill of Rights."**

10. Say: "So far, we've discussed two different rights listed in the Bill of Rights — freedom of speech and freedom of the press. Congress may not make laws limiting these freedoms. However, this does not give individuals the right to say or print false things. Nor does it allow people to endanger others by speech or writing.

"One example of abusing freedom of speech is yelling 'FIRE!' in a crowded theater. Such irresponsibility could cause people to panic and result in death."

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11. Say: "Let's list some of the other rights found in the Bill of Rights. One is freedom of religion, which means we can each worship as we want, at the church we choose. It also means that we have the right not to worship.

"People are protected from unreasonable searches and seizures. Police are not allowed to enter and search a person's home without a warrant signed by the court. This order states what is expected to be found. This same rule applies to the person's possessions.

"We are guaranteed the right to a fair trial if we have to go to court.

"Cruel and unusual punishment may not be used. For instance, hanging a person by the thumbs would not be a correct punishment for speeding.

"With each of the rights listed, there are responsibilities. It is up to each person living in the United States to consider others. We must not interfere with their rights, if we want to maintain our own freedom."

12. Pass out construction paper. Instruct students to label this, "Our Freedom: Our Bill of Rights." Fold paper in thirds. Illustrate three individual rights guaranteed by our Constitution. Use the summary of the Constitution for reference.

EXTENSION ACTIVITIES

- ☆ Ask each student to prepare a "Bill of Rights for Students." Post these on the bulletin board.
- ☆ Review a newspaper article dealing with a right.
- ☆ Use the DECISION T activity sheet to discuss the following situation: There are too many vulgar words in today's books. Possible solution — Burn all books with offensive language.
- ☆ Discuss one of the trials found in Appendixes G and H beginning on page 98.

Students can be suspended for vulgar, offensive language

The Associated Press

WASHINGTON — The Supreme Court today significantly broadened the disciplinary powers of public school administrators, ruling that students may be suspended for using "vulgar and offensive" language.

By a 7-2 vote, the court upheld the three-day suspension in 1983 of a Spanaway, Wash., high school senior for giving an assembly speech filled with crude sexual allusions.

"Surely it is a highly appropriate function of public school education to prohibit the use of vulgar and offensive terms in public discourse," Chief Justice Warren E. Burger wrote for the court.

Matthew Fraser's one-minute speech in support of a friend's candidacy for student body vice president of Bethel High School contained no dirty words, but it caused a brief uproar among his fellow students.

His friend won the election by a wide margin.

Officials at the school in suburban Tacoma suspended Fraser for violating the school's disruptive conduct rule in "materially and substantially" interfering in the educational process.

Now a student at the University of California at Berkeley, Fraser sued school district officials with help from the American Civil Liberties Union.

A federal judge ruled that Bethel High officials had violated Fraser's free-speech rights by disciplining him, and the 9th U.S. Circuit Court of Appeals upheld that ruling by a 2-1 vote.

School officials were ordered to pay Fraser $278 in damages and $12,750 in legal costs.

Today, the Supreme Court said the lower courts were wrong.

The Reagan administration had urged the court to rule against Fraser. Justice Department lawyers argued that student speech may be restrained "if officials have a reasonable basis for the regulation grounded in the maintenance of an atmosphere of civility or the transmission of basic societal values."

They said such regulations should not be used to suppress "student expression of a particular political viewpoint."

Burger wrote: "The determination of what manner of speech in the classroom or in [a] school assembly is inappropriate properly rests with the school board."

He was joined by Justices Byron R. White, Lewis F. Powell, William H. Rehnquist and Sandra Day O'Connor.

Justices William J. Brennan and Harry A. Blackmun voted against Fraser but did not join Burger's opinion.

Justices Thurgood Marshall and John Paul Stevens dissented.

NAME _____

FREEDOM OF SPEECH, JR.

Directions: Read the situations below. Answer each question.

Example: Tommy swears at the principal.

Does this behavior interfere with another individual's rights?

Yes, the principal's rights are violated.

Is the action acceptable?

No, this language is unacceptable.

If no, should this behavior be regulated by a rule?

Yes, a rule could be written.

If a rule is needed, should it be made by individuals or by the government?

Individuals should write the rule.

1. Jimmy, a real joker, stands up during math time in Mrs. Snorgweather's class and yells, "I smell smoke!" (He really didn't.)

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

2. Mary thinks there is not enough peanut butter in the sandwiches at the lunchroom, so she makes a protest sign and puts it up in the cafeteria. It reads: "We want more peanut butter!"

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

3. Susie walks up to her grandmother, takes a sniff, and announces, "Grandma, you smell funny."

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

4. Mr. Swartz' class wants to play softball instead of kickball at recess time. They ask Mr. Swartz if they can have a class meeting to decide.

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

5. Alan and his friends are playing jumprope and singing loudly outside of the library window.

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

6. Annie's teacher tells her to be quiet. Annie takes a big piece of tape and puts it over her mouth in mock protest.

Does this behavior interfere with another individual's rights?

Is the action acceptable?

If no, should this behavior be regulated by a rule?

If a rule is needed, should it be made by individuals or by the government?

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

The Amendments

The Constitution was never considered to be a perfect instrument. (Both George Washington and James Madison, among others, realized that it would need to change with the times and needs of the people.) Therefore, an amendment process was outlined in the original Constitution.

Since the Bill of Rights was adopted in 1791, sixteen additional amendments have been accepted. Of these, Amendments 18 and 21 (concerning Prohibition) cancel one another, leaving only fourteen real alterations made over nearly two centuries. These amendments deal with the national government's power (5), the state government's power (3), voting (6), governmental structure (4), and individual rights (5). (Some amendments deal with more than one issue.)

Students will experience discrimination in voting rights in this lesson. This will lead to an awareness of the need that existed to change certain parts of our Constitution.

MATERIALS

Newspapers

OBJECTIVES

Students will be able to:

1. Use the term amendment as it relates to the Constitution in class discussion.
2. State three amendments to the Constitution since the Bill of Rights.
3. Verbalize that an amendment must be approved by 3/4 of the states after passing Congress.

VOCABULARY

amendment **amend** **framers**

PROCEDURE

(Answers and comments for this lesson are found in the blue boxes.)

1. Say: "Today, we are going to hold an election for *(office or position)*. Only the boys with blue eyes will be allowed to vote or be nominated for ***(office or position)*** in this election. Those of you who do not vote are to sit quietly while we select one of these boys as our *(office or position)*."
2. Conduct an election. Be sure to exclude all but the blue-eyed boys from voting or being nominated for office.
3. After the election, introduce the elected student as one who will speak for the entire class.
4. Say: "Since we allowed nominations and held an election, we can be sure that a leader has been selected fairly. Do you all agree?"
5. Allow students to discuss the fairness or unfairness of the nominations and election. Make two lists on the board: "Fair" and "Unfair." Place student responses under the appropriate category.

FRANK and ERNEST By Bob Thaves

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6. Explain: "When the Constitution was written, only certain people were allowed to vote and to hold elected offices. We did not allow any girls to vote or be considered for ***(office or position)*** and neither did the framers of the Constitution. We did not allow all the boys to vote.

   "The Constitution was written during a time when women and all black people were not allowed to be elected to an office or vote.

   "In those days, there were still many farmers who owned black people as slaves to work in the fields. As a result, only white men over the age of twenty-one were allowed to be a part of choosing leaders and making laws. The framers thought they were being fair.

"Later, as black people were given freedom from slavery and changes took place in the new country, the Constitution needed to be changed.

"The **framers**, or writers, of the Constitution thought this might happen and outlined the way in which the Constitution could be changed. This process is called **amending** the Constitution. When you mend something, it is fixed so that it works. In the same manner, amending "fixes" the Constitution so that it works again or works in a better way.

"In the last lesson, we studied the Bill of Rights which is a list of ten **amendments** added four years after the Constitution was accepted by the people. Since then, sixteen more amendments have been added.

"One amendment was added and later taken away. Lawmakers made it illegal to drink alcohol. Anyone who bought or sold beer, wine or whiskey could be arrested. Many gangsters became involved in making and selling alcohol illegally. Congress decided to add an amendment removing this amendment. That is why beer, wine, and whiskey can be sold in stores today.

"An important amendment was giving black slaves freedom. A later amendment gave black men the right to vote in an election. Several years later, women were given the right to vote through an amendment. The last amendment (26th) changes the age for voting from 21 to 18.

"Certain amendments say that a person may not be discriminated against because of his skin color, religion or sex. Each person is to be treated fairly and equally, whether man or woman, Christian or Jew, black or white."

7. Explain: "To become part of the Constitution, the amendment must be approved by 3/4 of the states. Since we have 50 states, at least 38 states must approve the amendment in order for it to become law."
8. Distribute copies of the newspapers.
9. Say: "I want you to look carefully through the newspaper, underlining each mention of the Constitution or an amendment. The editorial or opinion page is a good place to look."

EXTENSION ACTIVITIES

☆ Look at the summary of the Constitution found in Appendix A on page 88. Read amendments 11 through 26. State which of these will affect your life and tell how.

☆ List topics which might be considered in future amendments.

A Celebration

When the Constitution was completed as a written document, there was no great national celebration. Ahead of the framers lay months of state conventions where ratification would be hotly debated. The Federalists and the Antifederalists outlined their positions in the newspapers. As states ratified the document, there were small victory celebrations, but — again — no national event. Finally, in July of 1788, after nine states had ratified and the Constitution went into effect, there was a small celebration.

With today's communication network, a grand celebration can finally be held. The 200th anniversary makes the U.S. Constitution the oldest written constitution in the world.

In this lesson, we will plan a classroom celebration with our students.

MATERIALS

Art materials for invitations
Entertainment section from the newspaper
Copies of Wordsearch on page 84
Copies of Crossword Puzzle on page 85
Supplies for birthday party
Refreshments

OBJECTIVES

Students will be able to:

1. State that the U.S. Constitution is the world's oldest written Constitution.
2. Conclude that the 200th celebration of the Constitution is an important event in the country's history by planning their own celebration.

VOCABULARY

interpretation **Federalists** **Antifederalists** **bicentennial**

PROCEDURES

(Answers and comments for this lesson are found in the blue boxes.)

1. Ask: "How many of you know someone who is 200 years old? Does anyone know a person who is 100 years old?"

2. Say: "We think of a person being very old if a 100th birthday is celebrated. Just think how old a 200-year-old person would look!

"We may not know a 'person' who is 200 years old, but our country has an important **document**, or piece of legal paper, with a 200th birthday on September 17, 1987. This document is our set of laws for the United States. Can anyone give me the name of the document?"

(The Constitution is 200 years old. In fact, it is the oldest written constitution in the world.)

NANCY

YOU'RE SUCH A PAIN!
I'M NOT THE ONLY PERSON IN THE WORLD WHO HAS A BAD MEMORY, YOU KNOW!
MAYBE NOT...
...BUT YOU'RE THE ONLY ONE I KNOW OF WHO FORGETS THE WORDS DURING FIREWORKS!
OOH! AHH!
OOH!
AHH
JERRY SCOTT

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"The actual piece of paper is on exhibit in the National Archives in Washington, D.C.

"When the Constitution was written, there was little celebration in the country. After each state ratified the Constitution, a small victory parade or celebration was held, but there was no large event as we could have today. Remember, there was no radio, television, or satellite communication in 1778-1791.

"The newspapers played an important role in informing the citizens of the ideas in the Constitution. Both sides were presented in articles written either by those who were for the Constitution (the **Federalists**) or those against it (the **Antifederalists**). The people then, as now, read the newspaper to help them know how to vote.

"For 200 years, the Constitution has guided the leaders of the nation. It has changed very little since its birth. The main changes have been through **interpretation.**"

3. Say: "We celebrate **our** birthdays every year. Nations, states, and cities only celebrate every 50 to 100 years. Since 'bi' means two and 'centennial' means hundred, a **bicentennial** celebration takes place on the two-hundredth birthday."

4. Ask: "How do you celebrate your birthdays?
"How shall we celebrate the birthday of the Constitution?"

(If the class does not think of a party, guide them to it.)

5. Say: "We need to make invitations. We could invite the principal, our secretary and the superintendent to our bicentennial birthday party."

(You will need to decide who will be invited. If you are in a small town, officials such as the mayor, chief of police, judges, etc. may be included.)

6. Pass out materials for invitations. Allow each child to design one and choose the best to send to your special guests.

7. Say: "We need to plan decorations, refreshments, and activities. I have some ideas for activities, but I'd like to include some of your thoughts. Let's split into 3 groups."

(Divide your class into three workable groups. Instruct each committee to select a chairperson and secretary. Allow time for groups to plan. Tell chairpersons to give you a written report at the end of the planning period.)

8. Carry out plans and celebrate!

(A wordsearch and crossword puzzle are included at the end of this lesson. Tell the activity committee to check the newspaper's TV section, as networks are planning special programs for airing during the bicentennial. The Indianapolis Star and The Indianapolis News lending library has filmstrips and extension activities available for use. See list in appendix on page 106.

EXTENSION ACTIVITIES

☆ Videotape one of the TV shows dealing with the Constitution. Use it as a follow-up activity.

☆ Prepare birthday cards to honor the Constitution.

☆ Write the words to the Pledge of Allegiance. (See inside front cover.)

NAME _____

Words may be printed horizontally, diagonally, or vertically. The order of letters in a word may be backwards or in the usual left to right pattern.

CONSTITUTION WORDSEARCH

N N X Y Q W T C U H K K F Y G S T A T J L O O A
B E Z K D D A G R D E X E E C O Q S Z C K F D A
Y E E T B T Z G E M S J B D O X I E O T Q X K E
F S R M L M C L E V Y L G O A W V N C Z I L S E
Q R E E O N E R S F Y V G L D I S I T T S I B F
K N L N K G P R I D D U J J T T N X T S M L R X
S U Z R A U L T U D X U D A I T M O S O Q A I J
C F R T S T A R L R S S T T E S F S R L M G U I
C L E V K R O X Z T N N U R Y W E P V E K L E N
N Q K F H U I R I Y E T P I R R M D R Q Z U X P
Q H L X R L K C R S I R I N G O X S U G I V A T
B W T I W B E D E O E A L N C B S R Z G A R K X
I Y V A L S Y R N T J C O N S T N E M D N E M A
K H L B W J P N A N V C D A P Q Q U T E T A T U
Q J F A I E E T H Y B P O P U L A T I O N Q K P
J G E Y R I I A K H P P H T R S U T K X B G F L
O G G V M O T D T J E W R N G L D I L J X Q V E
P I K M N G H B D O C U M E N T A H E U J C S E
W G T S I L A R E D E F I T N A E T O B A D G M
Q N H M S J E M Y X C O T E V L V V X V L S R V
S N Z F E D E R A L I S T H U G N W O N E A O I
A F T S C Z N B O V G I K R N B B O I U J B X H

Word List

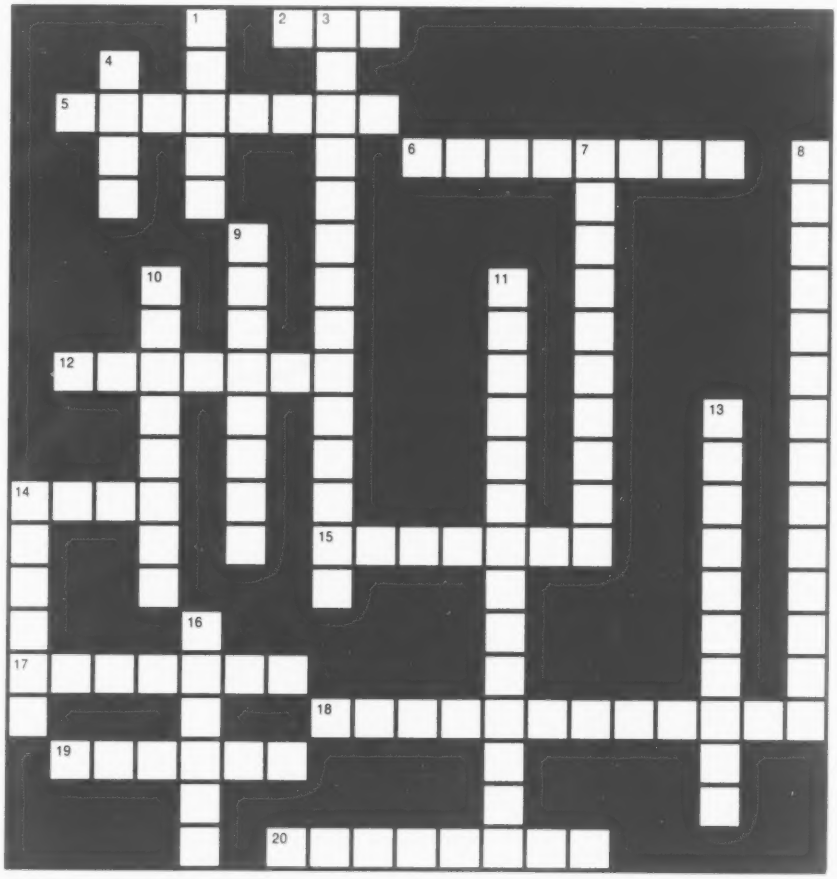
amendments Antifederalist compromise Congress Constitution delegate document Federalist framers interpretation justices law population ratify representative rule senator supreme veto

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

NAME _____

THE CONSTITUTION



WORD LIST

amend document
ratify antifederalist
framers representative
Constitution
interpretation rule
compromise judicial
senator Congress
justices Senate
delegate law supreme
debate population
veto

ACROSS CLUES

2. A rule of conduct established by custom, legislation or authority
5. A representative
6. Branch of government that interprets law
12. Member of the Senate
14. Direction to do or not to do something
15. Highest court in the land
17. Planners of the Constitution
18. Highest law in the land
19. Upper house of Congress which has two representatives from each state
20. A legal paper

DOWN CLUES

1. To fix; make better
3. Person against the Constitution
4. To say "no;" to reject a bill
7. To take part of each point of view and make a decision
8. An explanation
9. Judges
10. The legislative branch of government
11. Member of the lower house of Congress
13. Number of people living in a specified area
14. Approve
16. A discussion involving two opposing sides of an issue

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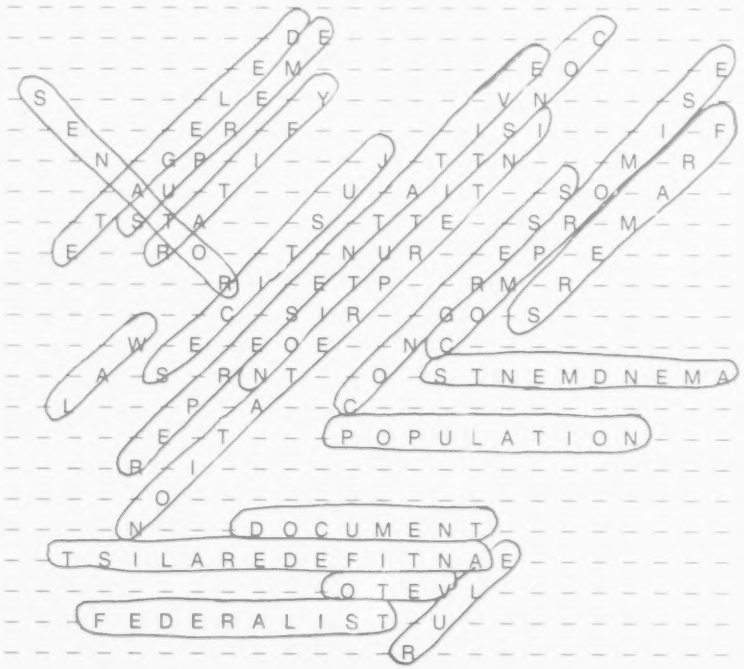
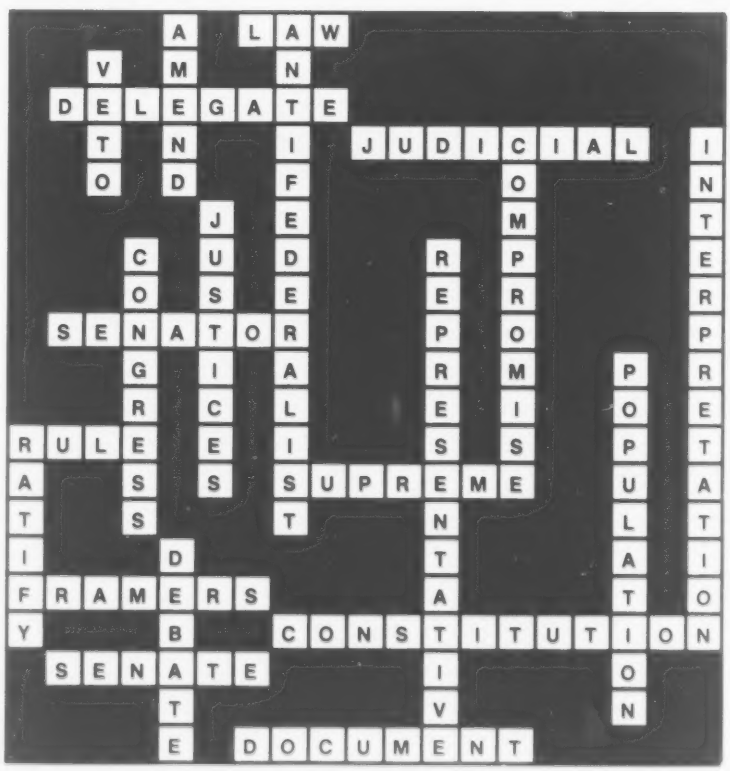
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

ANSWERS:
CONSTITUTION
WORDSEARCH



ANSWERS:
THE
CONSTITUTION



Appendixes

Appendix A	Summary of the Constitution of the United States	88
Appendix B	Amazing Facts about Our Constitution	91
Appendix C	The Decision T	92
Appendix D	Vocabulary Lesson	94
Appendix E	Separation of Powers and Checks and Balances (Diagram)	95
Appendix F	Newspaper Articles (News Stories, Features, Editorial Pages)	96
Appendix G	The Trial of John Peter Zenger	98
Appendix H	Law-Related Education Activities (Case Study Approach, Case of John and Mary Beth Tinder, Search and Seizure, and Brainstorming)	100
Appendix I	The Button Game	102
Appendix J	Glossary	103
Appendix K	Bibliography and Lending Library	105

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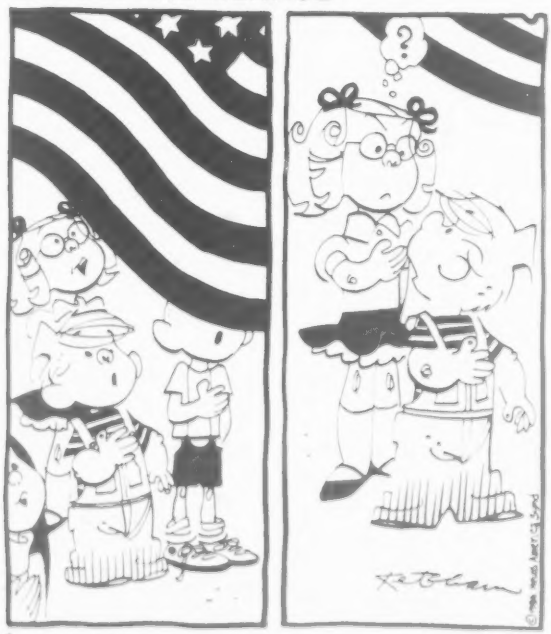

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Appendix A

Make sure pupils understand Roman numerals.

A SUMMARY OF THE CONSTITUTION OF THE UNITED STATES

PREAMBLE

Reasons for Constitution The people of the United States made this Constitution and put it into practice for the following reasons: (1) to have a better government than under the Articles of Confederation, (2) to give everyone fair treatment, (3) to keep peace within the country, (4) to defend the country from enemies, (5) to live comfortably and well, and (6) to keep people free both now and in the future.

ARTICLE I— LEGISLATIVE BRANCH

Description (Section 1) The legislative branch of government, or Congress, makes all the laws. It has two parts, or houses, the Senate and the House of Representatives.

House of Representatives (Section 2) Members of the House of Representatives serve a 2-year term. They are elected by the people. Representatives must be at least 25 years old, citizens of the United States for at least 7 years, and citizens of the state they represent.

The number of representatives from each state depends on that state's population. In order to decide on the number of representatives from each state, the government must count the people every 10 years. This is called a **census.**

The Senate (Section 3) The Senate is made up of two senators from each state. Senators have a 6-year term. Senators must be at least 30 years old, citizens of the United States for at least 9 years, and citizens of the state they represent.

The Vice-President of the United States is in charge of the Senate, but may only vote in case of a tie.

Rules (Sections 4-7) Instructions on how to operate both the House and the Senate are covered. Behavior of members, record keeping, pay, and how a bill becomes a law are covered.

Duties (Section 8-10) The exact jobs of Congress are listed. Congress makes all money and trade laws. Congress decides how people can become citizens of the United States and can declare war if necessary. Powers Congress and the states do not have are also listed.

ARTICLE II— EXECUTIVE BRANCH

Description (Section 1) The executive branch is made up of the President of the United States and those who help carry out laws passed by Congress. The President manages the government. A President and Vice-President are elected to a 4-year term.

A President must have been born in the United States, must be at least 35 years old, and must have lived in the United States for at least 14 years.

Duties (Sections 2-4) Some of the President's jobs include carrying out the laws made by Congress, responsibility for all the armed forces, pardoning crimes, and reporting to Congress at least once a year on what the nation is doing. The President makes treaties and appoints government leaders; the Senate must give its approval.

If the President does wrong, he may be removed from office.

ARTICLE III— JUDICIAL BRANCH

Description (Section 1) The judicial branch →

of government is the federal court system. The Supreme Court is the nation's highest court. It has the final say in all matters of law. Judges are appointed, not elected to office.

Duties (Section 2) The federal courts have a say in all cases that are not entirely within a state.

Treason (Section 3) The crime of treason, trying to overthrow the government, is explained.

ARTICLE IV—THE STATES

Rules about the states (Sections 1-4) All states must accept acts, records, and laws of other states. A citizen of one state must be given the same rights as the citizens of another state he or she may be in. The governor of one state may send an accused criminal from another state back to that state for trial.

New states may be added to the United States. The United States government will protect all states from enemies.

ARTICLE V—AMENDMENTS

Making changes The Constitution may be amended, or changed.

ARTICLE VI—HIGHEST LAW

Above all others The Constitution of the United States is the highest law in the land. State laws must be under this law. All national and state lawmakers and offices must support the Constitution.

ARTICLE VII— PASSING THE CONSTITUTION

Ratification This Constitution becomes law when 9 of the 13 states ratify it, or approve it.

AMENDMENTS

Amendment I Congress may not make rules to change freedom of religion, freedom of speech, freedom of the press, or the right of people to come together in a peaceful way or to send petitions to their government.

Amendment II The people have the right to keep and bear arms.

Amendment III During peacetime, the government cannot make citizens put up soldiers in their homes.

Amendment IV People or their homes may not be searched unreasonably.

Amendment V Persons accused of serious crimes have the right to a jury trial. They may not be forced to give evidence against themselves. Their lives, freedom, and property may not be taken from them unfairly. If the government takes a person's property for public use, it must pay the owner for it.

Amendment VI Persons accused of serious crimes have the right to a speedy and public trial. They must be told what they are accused of. They have the right to have a lawyer. They have the right to see and question those who accuse them.

Amendment VII In most cases, there must be a right to a jury trial.

Amendment VIII Punishment may not be cruel and unusual.

Amendments IX and X If the Constitution does not give a certain right to the United States government, and also does not forbid a state government to have that right, then the states and the people have it.

Amendment XI The power of the judicial branch is limited to certain kinds of cases.

Amendment XII Electors vote for President and Vice-President separately.

Amendment XIII Slavery may not exist in the United States.

Amendment XIV People born in the

→

United States or naturalized here are United States citizens. They are also citizens of the states they live in.

States may not make laws that limit the rights of citizens of the United States. They may not take away a person's life or freedom of property unfairly. They must treat all people equally under the law.

Amendment XV No citizen may be denied the right to vote because of race.

Amendment XVI Congress is allowed to pass an income tax law.

Amendment XVII United States senators are elected by the people.

Amendment XVIII Liquor may no longer be manufactured or sold in the United States.

Amendment XIX No citizen may be denied the right to vote because of sex.

Amendment XX Presidents start their new terms on January 20; Congress starts its new term on January 3.

Amendment XXI The eighteenth amendment to this Constitution is repealed, or taken back.

Amendment XXII Presidents are limited to two terms in office.

Amendment XXIII Residents of Washington, D.C., have the right to vote for President.

Amendment XXIV Citizens need not pay a tax in order to vote for President, senators, or members of Congress.

Amendment XXV In case the President becomes too ill to carry on the job, the Vice-President will take over as Acting President until the President is better.

Amendment XXVI No citizen who is 18 years of age or older may be denied the right to vote because of age.

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Newspapers offer slice of life, history

By FRED D. CAVINDER
STAR STAFF WRITER

The *Pennsylvania Packet* had a scoop one September day in 1787, a story not likely to ever be duplicated in the history of the nation.

It published the first printing of the U.S. Constitution for the eyes of newspaper readers and it did it in the time-honored manner of American journalism — a "leak" through an insider.

The insider was John Dunlap, official printer to Congress. He was the guy who set the type and printed the new constitution for the government. And then he naturally used the same type to put it out as a special edition of his own newspaper, the *Pennsylvania Packet*, on Sept. 19, 1787.

Nearly 1,400 issues of that newspaper, one of the first daily papers in America, have found their way to the Indiana Historical Society. It makes the Indiana organization the possessor of one of the few known printings of the Constitution.

The *Pennsylvania Packet* also printed one of the first public copies of the Ordinance of 1787, which set up the government of the Northwest Territory, of which Indiana was a part.

That is what makes the newspaper such an important contribution as Indiana prepares to celebrate the 200th anniversary of its birth as part of the territory.

Beginning Jan. 6, issues of this historic newspaper will go on display outside the entrance to the Supreme Court chambers in the Indiana Statehouse.

Each week, six issues of the *Pennsylvania Packet*, corresponding to the present dates, will be displayed. The exhibition is scheduled to last for two years.

Traveling exhibits are planned; and copies of the Constitution and the Ordinance of 1787 may be made for distribution to schools.

"We are trying to get as many of these two documents to the public as we can," said Robert M. Taylor. A member of the Indiana Historical Society, Taylor is coordinating plans to celebrate the 200th anniversary of the creation of the Northwest Territory.

Taylor said the Northwest Territory Ordinance was important not only to Indiana, but to the entire nation. The ordinance was created about three months before the Constitutional Convention met and many concepts of the ordinance became part of the Constitution.

Appendix B

Amazing Facts on Our Constitution

By John J. Patrick
Professor of Education
Director of Social Studies Development Center
Indiana University

1. **No other written constitution has lasted so long.**
   a. Nearly two-thirds of the world's 160 national constitutions have been adopted or revised since 1970.
   b. Only 11 of the world's national constitutions pre-date World War II.
   c. The average nation has had two constitutions since 1945.
   d. Syria and Thailand have each had nine constitutions since 1945.
   e. The only frame of government among today's nations that has endured is that of the United States.

2. **The Constitution of 1787 was an innovative document, a breakthrough in the establishment of republican self-government.**
   a. In 1787, the American republic was the only country with a written constitution.
   b. Americans were the first people in the world to hold a convention for the single purpose of creating their government.
   c. For the first time, anywhere in the world, the people of the United States were invited to elect representatives to meet in convention to ratify or reject a proposed Constitution.
   d. Principles of American constitutional government — such as the Presidency and Federalism, and the system of checks and balances — were unique in the World of 1787.
   e. The Constitution established the freest government in the world of 1787.

3. **The United States Constitution has had great global influence; no other constitution has had so much influence on the framing of governments around the world.**
   a. The French overthrew their king in 1789 and established a republic influenced by American constitutional principles; since then the French have had several constitutions, all of them influenced more or less by the American model.
   b. In Latin America, the Constitutions of Brazil, Ecuador, Mexico, and Venezuela have been influenced by the U.S. Constitution with respect to separation of powers, the two-house legislature, the office of presidency, and the holding of regular elections.
   c. In Europe and Asia, West Germany, France, and Japan are three republics with constitutions influenced by the American model.
   d. In India, the American principle of judicial review is used as a model for the Supreme Court of India.
   e. American principles of civil liberties and civil rights have inspired and influenced people and governments around the world, from 1787 until the present.

4. **No other constitution has been praised so emphatically by foreigners. Consider the words of William Gladstone, the British prime minister, on the occasion of the centennial of the Constitution: "... the American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man."**

Appendix C

How to Use
THE DECISION T

Several lessons in this book involve using a DECISION T to analyze a proposed solution to a given problem. This simple instrument may be used by young people as a tool in making choices.

Four steps are required in using this problem-solving tool:

Step 1: State the problem. You may write it on the board or allow students to use their own wording.

Step 2: State a possible solution. The class may be given one to analyze or individual students may propose their own.

Step 3: List the **Pros** and **Cons** for the proposed solution. An example of each may be given to help students begin the process.

Step 4: Evaluate the solution. Students make a decision or choice based upon the listed positive and negative points. This may be done independently or as a group activity.

THE DECISION T may be applied to any choices made during the students' lives. Teaching children to be good problem-solvers is part of our responsibility as teachers. By preparing the future generations to make responsible decisions, we are improving the quality of citizenship in our country.

NAME _____

THE DECISION T

The problem is _____

_____

We could solve this by _____

_____

Before we choose this solution, we need to consider these points:

PRO	CON
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

I've decided we should

- ☐ use this solution.
- ☐ think of a new solution.
- ☐ do nothing about the problem.
- ☐ not use this solution.

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THE INDIANAPOLIS NEWS

Appendix D

VOCABULARY LESSON

By Martha S. Zetzl
Director of Academic Programs.
Butler University

(Designed to be used with "**The Congress**" found on page 60 of this booklet.)

May be adapted for any lesson.

The purpose of this lesson is to teach students the meanings of critical content words by focusing on how they are related.

The strategy of **webbing** is excellent to use with this particular lesson because the words are clearly related and their understanding is dependent upon this relationship. Other strategies that could be used to develop content vocabulary are using context clues and using structural analysis.

PROCEDURE

(This strategy helps build background while teaching word meaning. It can also be used as an extension activity or follow-up to ensure that students comprehend word meanings as they relate to each other and the subject matter. This activity helps them add these words to the schema they already have in place.)

1. Print the words to be taught on the board.
2. Have a student read the list to the group:

   legislative branch senator Senate representative population Pro Con The Great Compromise House of Representatives compromise

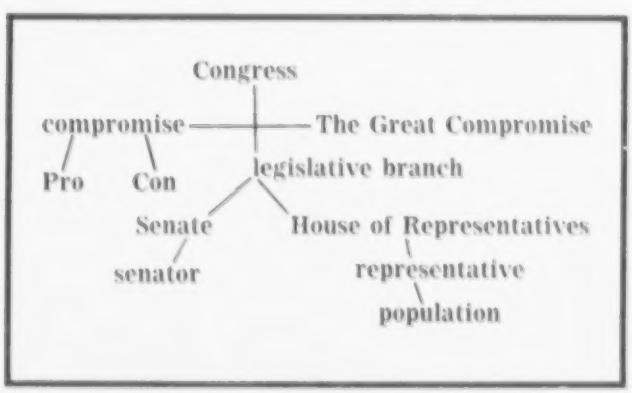
3. Select one word to begin the discussion and webbing. Print it on the board.

   (legislative branch)

4. Ask the students to tell what the word means. If they do not know what the word means, tell them the meaning and use it in an oral sentence.

   (legislative branch — The part of the government that deals with making laws. Our senator is a member of the Congress or legislative branch of the government.)

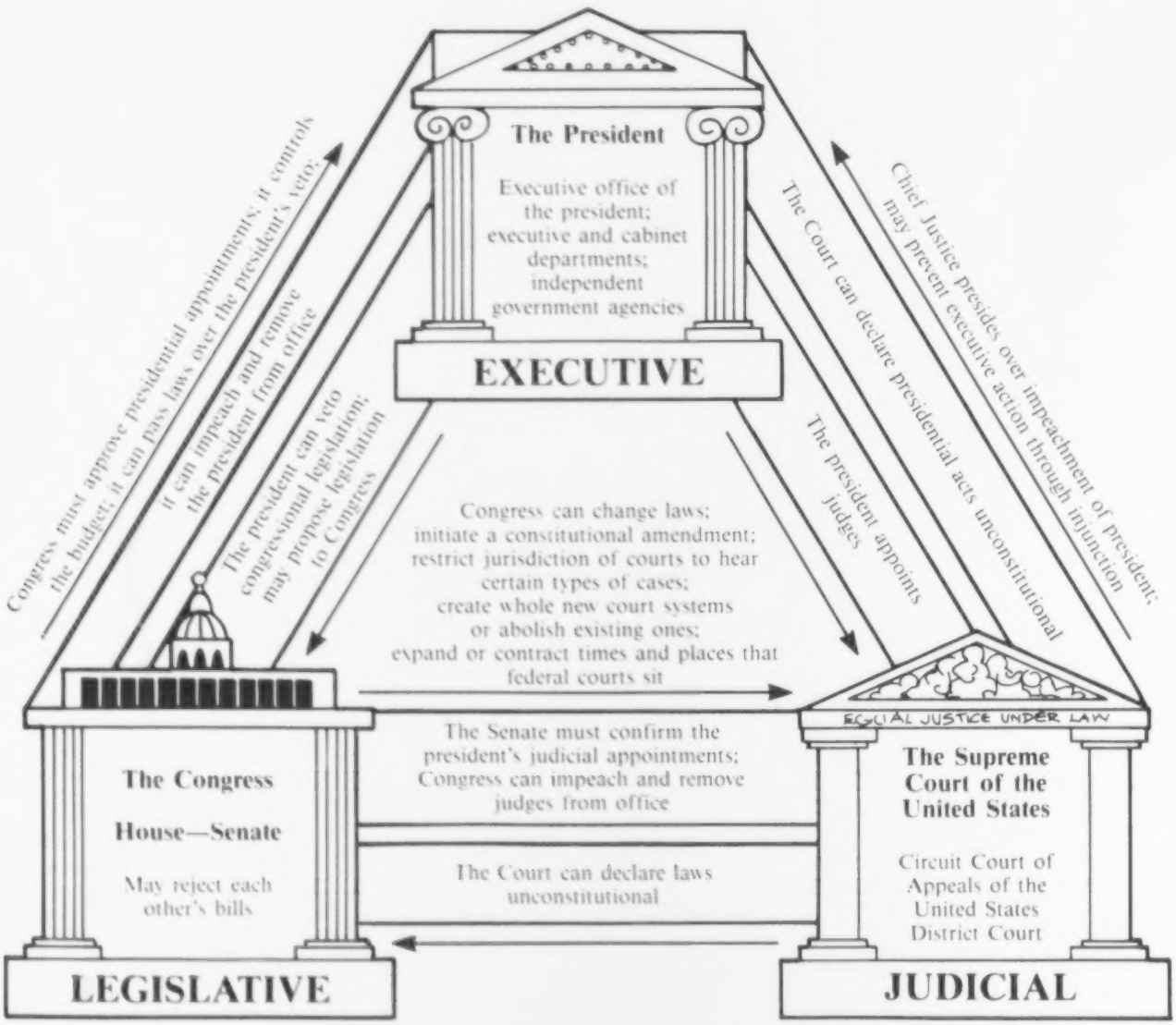
5. Select another word and put it on the board close to the first word. Have the class discuss the meaning of the new word. Discuss how it is related to the first word. Draw a line to show the word relationship.
6. Continue adding words from the list giving meanings and relationships until all have been discussed. Your web may look something like this:



7. Have the class give sentences using each word. These can be oral or written. One child may record these and another read them when the activity is completed.

Appendix E

Separation of Powers and Checks and Balances


The President
Executive office of the president; executive and cabinet departments; independent government agencies
EXECUTIVE
Congress must approve presidential appointments; it controls the budget; it can pass laws over the president's veto; it can impeach and remove the president from office
The president can veto congressional legislation; may propose legislation to Congress
Congress can change laws; initiate a constitutional amendment; restrict jurisdiction of courts to hear certain types of cases; create whole new court systems or abolish existing ones; expand or contract times and places that federal courts sit
The president appoints judges
The Court can declare presidential acts unconstitutional
Chief Justice presides over impeachment of president; may prevent executive action through injunction
EQUAL JUSTICE UNDER LAW
The Congress
House—Senate
May reject each other's bills
The Senate must confirm the president's judicial appointments; Congress can impeach and remove judges from office
The Court can declare laws unconstitutional
The Supreme Court of the United States
Circuit Court of Appeals of the United States District Court
LEGISLATIVE
JUDICIAL

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Appendix F

NEW STORIES

News stories tell us about important events and are written in an objective manner. Editors place the most important of these on the front page of the paper.

The lead, which is the opening paragraph, contains the main facts. These are popularly called the 5 W's and H, because they answer important questions about the event.

Other details follow in subsequent paragraphs. Facts considered to be the least important appear at the end. This is called writing in the **inverted pyramid** style.

Because news stories are presented in this way, readers can skim the headlines and beginnings of many news stories and get the main idea of each. Editors are able to cut stories to fit the space available without affecting the principal content.

FEATURES

Your daily journal may be called a **newspaper,** but it holds far more than just the news. In fact, for many readers it is the **features** — human-interest stories, columns, puzzles, cartoons, reviews, etc. — that have more appeal.

It can be difficult to distinguish between a news and a feature story. Some people refer to the latter as "human interest" stories. However, there are other types as well, such as: biographical, historical, news background, and how-to.

Here is a list of characteristics to help you recognize them.

Feature stories:

- ☆ are concerned with more than facts;
- ☆ give more background information and add color;
- ☆ are more concerned with "why" and "how" than "what";
- ☆ allow room for interpretation;
- ☆ may contain editorializing;
- ☆ are often written to entertain;
- ☆ usually build to an interesting ending;
- ☆ are not breaking ("hard") news;
- ☆ have headlines that don't always tell the main idea;
- ☆ are not always printed as soon as possible;
- ☆ do not have the same kind of lead as a news story.

EDITORIAL PAGES

As Americans, we should value the editorial pages of a newspaper more than any other part. It is here we differ from many other peoples in the world — in our right to openly express opinions.

Basically, the opinion section of a newspaper is made up of four elements: editorials, editorial cartoons and illustrations, commentary and letters to the editor. We find more than one person's ideas and more than one style of writing on these pages.

The publisher and editor of the newspaper mold the positions of the paper. Editors, editorial writers, cartoonists, columnists and other contributors, including readers, create material for the editorial pages. The editor decides what will be included in each day's paper. (The amount of input the publisher chooses to give on a daily basis varies from paper to paper.)

(It should be noted that, although the publisher is the same for The Indianapolis Star and The Indianapolis News, the editorial functions and staff are separate. The editors of the two papers do not consult one another on what they print.)

Editorials are the institutional voice of the newspaper. That is why they are unsigned. The are written chiefly to persuade and convince, yet they may simply inform or praise or even entertain. They are usually written about issues and topics raised by local, state, national and international news developments. Editorials are based necessarily on factual research.

Editorials are usually found on the left-hand side of the editorial page in most newspapers. **Syndicated commentary** may be found throughout the opinion pages. James J. Kilpatrick, George Will and William Raspberry are some of the syndicated writers found in *The Indianapolis Star*. *The Indianapolis News* frequently publishes the columns of Art Buchwald, Rheta Grimsley Johnson and William F. Buckley, Jr. A broad spectrum of opinion is likely to be found in these writings.

Letters to the editor give every citizen an opportunity to be heard. Have your students examine a single issue of the paper. Ask them to list the topics discussed. See if they can determine who the authors are and what these people do. Note the variety found. This is a good place to find opinions differing from the newspaper's point of view.

Editorial cartoons graphically show artists' opinions. Be sure your students realize these are ways to express thoughts. Some of these cartoons are done by local artists at the newspapers; many are syndicated. (There is an activity sheet on page 35 in the lesson on editorial cartoons which allows your class to sample symbolism used by these artists.)

Freedom of the press to express opinions should be cherished by our citizens. It is another check on government. It provides a way for the people of this country to be heard. Eugene S. Pulliam, publisher of *The Indianapolis Star and The Indianapolis News*, stated in a Publisher's Memo to readers:

> "You're not urged to agree with any or all of these opinions. You're not obligated to read any or all. But should you give these opinions a glance and a chance, your own opinions will be better based because you have considered other viewpoints."

Appendix G

THE TRIAL OF JOHN PETER ZENGER
(Libel and Freedom of the Press)

By John Rutherford,
The Indianapolis News

(The toned section of this background information tells the story of the John Peter Zenger trial. You may want to read this part to your class and use the discussion questions found at end of the text. Students could role-play this trial.)

The meaning of the word *libel* has undergone a change over the centuries.

Originally, it was just another word for a pamphlet. What we now call *libel* was then known as *defamation* — the defaming of a person. Later, defamation that took place in leaflets or pamphlets became known as *defamation by libel* and was eventually shortened to *libel*.

Under the English legal system, on which American jurisprudence is based, there was a class system of law and society. In other words, people were treated differently by the laws according to their class in society. Under those circumstances, libel then came to mean *any defamation of persons superior in class to you*. It did not matter whether what was written was true or not. You simply could not defame — damage the reputation of — someone who was considered your superior under the law. Thus no one could criticize either the king or his agents, without risking punishment for committing a libel.

The class system of society generally failed to take hold in the American colonies. As a result, over the course of years American jurisprudence tended to change from the English system. Nevertheless, the English king continued to rule through his appointment of governors and other agents; under the law, both he and they still maintained protection from criticism.

In 1735 John Peter Zenger, who lived in the colony of New York, was publishing a newspaper called the *New York Weekly Journal*. In it, he wrote that Governor William Cosby put only his friends into office and that he allowed French ships to spy on the New York defense system. Because the governor was appointed by the king, Zenger was charged with libel.

At his trial, the main issue was the definition of *libel*. The governor's lawyer, relying on the English system, argued that libel meant criticizing the government. Even if people told the truth, this interpretation held that they did not have the right to put the government in danger by criticizing it.

On the other hand, Zenger's lawyer, Andrew Hamilton, said that people should have the freedom to print the truth. He maintained that Zenger should not be found guilty unless it could be proved that he published false statements in his newspaper.[1]

The jury found Zenger "Not Guilty" on grounds that the newspaper had told the truth. Although the people involved did not realize it at the time, the trial was a major turning point in the development of the rights that govern life in the United States — a country that did not even exist when Zenger dared to publish his criticism.

Rather than appeal the case to the chief justice in England, the royal governor and his colonial chief justice let the jury's decision stand. They did this because of unrest in the colony. As members of the English ruling class, they felt it expedient at that time to allow this exception from the common law, rather than to increase grounds for discontent by keeping the case alive. **As time passed, the Zenger case was cited as a precedent in other American cases, and the law of libel became permanently changed in this country.**

Later, many state constitutions referred to freedom of the press and allowed it in various degrees. The First Amendment to the U.S. Constitution prohibited Congress from making any

laws abridging freedom of the press. At first, this referred only to the national government, not to the states. Later the 14th Amendment, requiring equal protection of the laws, was adopted; and the Supreme Court held that freedom of the press as provided in the First Amendment also applies to the states.

Meanwhile, few cases involving freedom of the press had come before the Supreme Court. Although some scholars maintain that freedom of the press as stated in the Constitution is an absolute right, the courts and traditional practice have not considered it so.

One reason for this is a book of commentary written by a former English chief justice named Blackstone. It attempted to tell what the law of England was. (This was before America got its independence.) Concerning freedom of the press, it said this must be observed — but with some qualifications.

Blackstone's work was extremely influential. Even after the U.S. Constitution was adopted, many American lawyers continued to quote Blackstone in attempting to convince judges and juries what the law is.

Although what Blackstone wrote was a statement of the law on freedom of the press at the time he wrote his commentary, many have taken what he said to be a definition of freedom of the press — with all of his qualifications.

Until recently, few people have had the desire to go through the expense of a Supreme Court appeal to determine what freedom of the press really means. Exceptions to this freedom had become the practice, particularly in cases where mistakes were clearly made in published material.

In recent years, however, the Supreme Court has heard several libel cases. Although it has been reluctant to throw out the notion that freedom of the press is relative, the court has not hesitated to change Blackstone's exceptions.

As a result, there is confusion today as to what the Supreme Court will say tomorrow regarding what constitutes libel and what does not.

(John Rutherford writes the column *"Freedom Watch"*, which appears weekly in *The Indianapolis News*.

Questions for Discussion[1]

1. Which definition of libel do you believe is better? Why?
2. What do you think happened to John Peter Zenger? Do you think he was found guilty?
3. If you were in public office, would you want the newspaper to print criticisms of you even if they were true?
4. Should newspapers be allowed to criticize all public officials?
5. In time of war, should newspapers be allowed to print information about where American Troops are? Why or why not?

1. Adapted from a lesson, **"The Trial of John Peter Zenger"**, by Faith Haber Galbraith

Appendix H

USING THE CASE STUDY APPROACH WITH ELEMENTARY STUDENTS

Most students in the elementary grades are not able to deal with the vocabulary in factual statements written for older students. Moreover, elementary students are likely to possess only rudimentary skills in analysis, synthesis, and evaluation, and they are often incapable of reasoning on a high abstract level. Thus, resource people who work in these grades will need either to present the background to them orally or give them greatly simplified factual information.

The case of John and Mary Beth Tinker (see below) is one that can be used effectively with elementary students. The outline below contains suggestions for presenting it and for helping students analyze it via the case-study approach.

Case Study Approach—Elementary Process*

1. Background (facts)	Teacher presents the background of the case to students.
2. Review of facts	Students identify and review the facts, clarifying the circumstances, terms, and characters in each case. For example, who was John Tinker? Where did the situation take place? What did John Tinker do? What did the principal do?
3. Investigation of issues	Students determine the issues that are raised in the case. For example, what are the interests of the school administration? What are the interests of the Tinkers? Does the First Amendment apply to wearing armbands? What interests are more important?
4. Consideration of decision and reasoning	Students examine the facts and issues and decide the case. For example, what do you decide? Why?

*Developed by Faith Haber Galbraith

THE CASE OF JOHN AND MARY BETH TINKER

John and Mary Beth Tinker decided to wear black armbands to school. The school allowed students to wear symbols like political buttons, but the principal told the Tinkers they would not be allowed in school wearing armbands. They decided to go to school wearing armbands anyway. Their armbands symbolized their protest of the nuclear arms. Some students just outside of the school got angry at John and Mary Beth for wearing armbands. The principal sent them home and refused to let them come back to school if they wore their armbands.

Should the Tinkers be allowed to wear armbands to school if they wish?

The Tinkers did not say any words of protest. Does the First Amendment apply to wearing armbands? Do you think it should? Why? Why not? Whose rights are in conflict here?

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SEARCH AND SEIZURE: CONFLICTING RIGHTS

Dealing with the Fourth Amendment and the general subject of search and seizure may be difficult for a resource person in an elementary classroom. This activity may be helpful.

To begin the activity, read the "Problem" aloud and encourage students to suggest answers to the questions. Then ask if anyone can see what the real issue is in this situation. Read the "Issue" and make sure all the students understand it. Then read the "Information" and ask the class to reconsider the questions.

Problem

Mr. and Mrs. Botein could not find their tape recorder anywhere. A neighbor said that the Conley family that lived across the street and had teenage boys had a tape recorder that looked just like the Boteins'. The Boteins got mad and demanded to look in the Conleys' house for their tape recorder.

Do the Boteins have a right to do this? Why? Why not?

What if one of the neighbors had said they had seen one of the Conley boys take the tape recorder across the street from the Boteins' house into his own house?

Issue

What rights should the law hold more important — the right of the Conleys to privacy, or the right of the Boteins to get back their property?

Information

The courts have set down certain regulations to ensure people's right to privacy. By law a search warrant issued to a police officer by a judge would be needed before a search of the Conleys' house could be made. There must be good evidence to prove that the Boteins' tape recorder was actually in the Conley house and had been stolen before a search warrant could be issued.

These regulations arise from the way the Supreme Court has chosen to interpret the Fourth Amendment.

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BRAINSTORMING

Brainstorming is a very useful classroom strategy because all students, regardless of level of academic achievement, can participate equally. It is nonthreatening because no evaluation is allowed, and it does not require prior preparation. In addition, a significant amount of information can be gathered quickly.

Rules of Brainstorming

1. Say anything that comes to mind. Call out ideas (no hands).
2. Piggybacking on the ideas of others is good.
3. Don't evaluate or criticize what others say.
4. When you can't think of anything else, wait a minute and try again.

Possible topics which could be brainstormed include:

- ☆ Laws that affect your life
- ☆ Family rules
- ☆ School rules
- ☆ Need for laws

Appendix I

THE BUTTON GAME

"The Button Game" is used extensively in law-related education to help students and adults understand the need for laws.

Here are guidelines for conducting the game:

1. Answer students' questions vaguely; don't volunteer information.
2. A button is used in this description. Any item that is useless by itself will work. (Children will string paper clips together if given a handful. The item must be something for which the child will not easily see a purpose when it is handed to the team.)
3. The games described below are to be done in order. The entire sequence should take 15-20 minutes.

GAME 1

1. Divide the class into two equal teams.
2. Give each team a button. (It does not matter how the students are arranged or which one gets the button.)
3. Tell the students to begin.
4. When they become frustrated, ask:
   "What's wrong?"
   When they mention that they do not know the rules or what to do with the button, tell them to suggest rules.
5. Write the rules on the board, no matter how ridiculous. (Make sure there is a long list.)

GAME 2

1. Review rules from Game 1.
2. Give button to each team.
3. Tell the students to begin play.
4. As they become frustrated with too many rules, ask, "What's wrong?"
5. Discuss the problem of too many rules.

GAME 3

1. List rules on the board:
   - ☆ Form a straight line.
   - ☆ Pass the button from the front to the back of the line by handing it over the shoulder.
   - ☆ The first team to pass the button to the back person is the winner.
2. Tell the students to play the game.
3. Before either team can finish, stop the game. Tell them there is another rule. (Make up a rule and add it to the list. Example: Jump up and down when passing the button.)
4. Keep repeating #3 until students are frustrated.
5. Ask, "What's wrong?"
6. Discuss changing the rules after play has started.

DEBRIEF

Discuss that rules must be clear, known by players, and unchanged during a game in order to be fair. Discuss how rules make the activity enjoyable rather than confusing because participants know how to behave. Students should be ready to admit that rules are necessary for an orderly game. The extension for this concept is that rules (laws) are also necessary for an orderly society.

Appendix J

GLOSSARY

amend:	make better. Fix. Mend.
amendment:	a change to make better. (An amendment "fixes or mends" the Constitution.)
Antifederalist:	one opposed to (or against) the U.S. Constitution.
article:	a separately marked part of the Constitution.
Articles of Confederation:	the first Constitution of the United States. It was adopted in 1881 and served the states until 1888. It included a preamble and 13 articles.
bicentennial:	a 200th anniversary.
Bill of Rights:	first ten amendments to the U.S. Constitution which list the rights of citizens.
branches of government:	parts of government.
chief justice:	highest ranking judge.
column:	a feature that appears regularly in the newspaper. May cover special interests such as food, art, fashion, health or advice.
columnist:	the writer of a column.
compromise:	using part of each idea to come up with a completely new idea or decision.
con:	against something.
Congress:	a group of men and women selected by the voters to make laws for the United States. The Senate and House of Representatives as a legislative body.
Constitution:	highest (supreme) law of the land. It tells how our government is set up (a framework of government). It tells what the government can and cannot do (grants and limits powers).
convention:	a special meeting which delegates or representatives attend.
debate:	a discussion involving two opposing sides of an issue.
decision:	the act of making up one's mind.
delegates:	representatives.
document:	a legal paper.
editorial:	an article in the newspaper expressing opinion. (See "Editorial Pages" on page 97.)
editorial cartoon:	a drawing that expresses the artist's opinion.
executive branch:	branch of government which carries out the laws of the national government. The president is the chief executive.

feature:	See Appendix F on page 96.
Federalists:	members of a political party favoring a U.S. Constitution.
framers of the Constitution:	planners (or formulators) of the Constitution.
Great Compromise:	decision to have two houses in the legislative branch of government. One (the Senate) has an equal number of members from each state; the other (House of Representatives) is based on the population.
House of Representatives:	the lower house of the U.S. Congress. Part of the legislative branch of government.
impeach:	to make an accusation against.
intent of the law:	purpose of the law.
interpretation:	an explanation. Giving the meaning of something.
judicial branch:	that branch of government which administers justice through a system of courts of law.
justices:	judges.
law:	a rule of conduct established by custom, legislation or authority.
legislative branch:	the body of government with the power to create laws. Includes the Senate and House of Representatives.
letter of the law:	exact wording of the law.
news story:	See Appendix F on page 96.
population:	number of people living in a specified area.
president:	the chief executive of the United States who has the power to carry out the laws of the national government.
pro:	in favor of something.
ratify:	approve or say "yes."
representative:	a member of the House of Representatives.
rule:	a direction to do or not to do something.
section:	a part (subdivision) of an Article of the U.S. Constitution.
Senate:	the upper house of the U.S. Congress. Part of the legislative branch of government.
senator:	a member of the Senate.
Supreme Court:	highest court in the judicial branch of government.
symbolism:	using symbols to represent something.
veto:	to say "no." To reject a bill passed by Congress and prevent or delay it from becoming a law.

Appendix K

A BIBLIOGRAPHY OF MATERIALS on the UNITED STATES CONSTITUTION and the BILL OF RIGHTS

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***The Indianapolis Star and The Indianapolis News* NIE Lending Library has filmstrips and books about the newspaper. These materials are available to teachers. For lists of titles, please call the NIE office at (317) 633-9005.**

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THE STAR-SPANGLED BANNER

Oh, say can you see by the dawn's early light

What so proudly we hail'd at the twilight's last gleaming,

Whose broad stripes and bright stars through the perilous fight

O'er the ramparts we watch'd were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.

Oh, say does that star-spangled banner yet wave

O'er the land of the free and the home of the brave?

Bill of Rights

A series of
lessons using
the newspaper,
filmstrips,
literature,
role playing,
and
The Decision T
to study
The
Constitution
and
Bill of Rights

Grades 4 - 6